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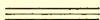
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The North Carolina High School Bulletin

N. W. WALKER, Editor



VOLUME III
1912



PUBLISHED BY
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL, N. C.

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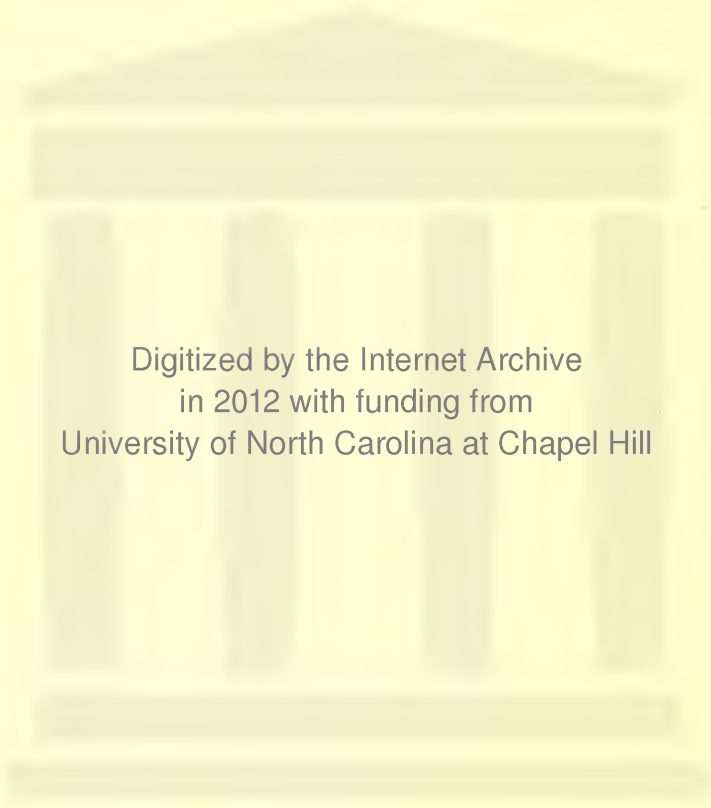
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THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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VOL. III.

FIFTY CENTS A YEAR.

NO. 1.

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To be in the thick of any good fight for a worthy cause is something to be thankful for. The blood courses more swiftly, the fibres of the heart are strengthened, and the spirit uplifted. And when the good God permits one to take his place in such times as these in the ranks of those who are striving for the education and upbuilding of a great people there is cause to be doubly thankful. It is a fight against darkness and ignorance and all the evils that follow in their train. They walk, indeed, in the footsteps of the Master who came that the people might have life and have it more abundantly. They seek the light that its sweet and blessed rays may be shed for others. All labor, all sacrifices, are lightened by the thought that some darkness has been dispelled and a truer freedom and a sweeter light brought into the world.

And were there ever such times as these in which to work? So full of hope are they, so blest with opportunity, that the heart of the teacher may indeed be filled with a song of gratitude. The people are hungering and thirsting to be taught. There is progress everywhere. Let us take up our tasks in humble thankfulness and with brave and willing hearts.—DR. FRANCIS P. VENABLE.

JANUARY, 1912.

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin.

VOL. III.

FIFTY CENTS A YEAR.

NO. 1

SOUTHERN COLLEGES FOR WOMEN*

MISS ELIZABETH A. COLTON

Professor of English in Meredith College, Raleigh, N. C.

As Southern colleges for women vary in standard from poor preparatory schools to colleges recognized by the Association of Colleges and Preparatory Schools of the Southern States, and as almost each is a law unto itself in admission requirements and in general organization, no satisfactory classification of them is possible. Indeed, no United States Commissioner of Education has ever attempted — I am inclined to think, ever dared—to make any closer discrimination between Southern colleges for women than the selecting of three for his limited *Division A* and the lumping of all the others into a heterogeneous *Division B*. But “fools rush in where angels fear to tread;” and so during the past year I have compiled statistics for the Southern Association of College Women showing the specific admission requirements of women’s colleges in the South. And with these statistics as a basis, I have grouped all Southern degree-conferring institutions for women under the following heads:

(1) Institutions belonging to the Association of Colleges of the Southern States.

(2) Institutions offering from three to four years above standard college requirements, but not conforming to the regulations of the Southern College Association.

(3) Institutions counting two or more years of preparatory work towards a baccalaureate degree.

(4) Institutions counting from three to four years of preparatory work towards a baccalaureate degree.

Although a classification based largely on admission requirements is, no doubt, in some cases misleading, yet this

* Paper presented before the Association of Colleges and Preparatory Schools of the Southern States at the University of Alabama, November 2, 1911.

seems to be the most nearly definite means of determining the relative standards of the numerous Southern colleges for women. And, in stating the leading characteristics of the colleges in each group, I shall try to give some idea of their equipment and organization.

The first group, composed of colleges belonging to the Association of Colleges of the Southern States, is limited to four:

Agnes Scott College	Decatur, Ga.
Goucher College.....	Baltimore, Md.
Randolph-Macon Woman's College....	Lynchburg, Va.
Sophie Newcomb Memorial College..	New Orleans, La.

These colleges, of course, require as much as fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to any diploma. But they stand out pre-eminently from all other women's colleges in the South in having pledged themselves not to allow their college instructors to do any preparatory teaching either in an academy, a sub-freshman, or a "conditioned" class; and also in having pledged themselves not to allow their conditioned freshmen to make up work in a preparatory school — if they have one,—nor to allow their preparatory students to take any college courses. Yet, Goucher is the only Southern college for women which is generally recognized as being of equal standing with representative Eastern colleges for women. This is mainly due to the large number of special and "special-study" pupils in Southern colleges. I shall speak of this more in detail, however, in connection with the colleges in the next group where the proportion of irregular students is more marked. Another reason for the higher standard of women's colleges in the East is that they are extremely rigid as to the exact kind of subject matter presented for entrance; and even a Goucher student transferring at the end of her sophomore year to Wellesly, Vassar, or Mt. Holyoke, might lose six hours' credit if she had presented at Goucher only the two units in Latin absolutely required for

admission there. And we must admit that ordinarily two units of science or of history do not represent quite so much work as the reading of six orations of Cicero and six books of Vergil with the accompanying Latin prose composition. This is also true in regard to modern languages as taught in many of our Southern high schools; it follows, therefore, that until our secondary school system catches up with that of the East, even our best colleges will hardly be able to *average* so high a standard of scholarship as that characterizing institutions drawing students largely from well-equipped four-year high schools preceded by eight grades.

In this paper, however, my interest is primarily with the hundred and thirty-seven or more colleges for women that are not within the fold of the Association of Colleges of the Southern States. And here the difficulty of discrimination begins; for the fact that an institution announces a fourteen-unit admission requirement and outlines an elaborate course of study leading to an A. B. degree does not necessarily mean that students are actually pursuing such a course — they may be working merely for a B. D. or an L. I. degree! And yet, beginning with September, 1911, there are, in addition to the four colleges already discussed, twenty-six women's colleges in the South announcing an admission requirement of from fourteen to sixteen units, and seven others with almost equal claims. I have, therefore, included in my second group thirty-three institutions *offering* from three to four years of work above college entrance requirements. In an attempt to make some slight distinction, I have arranged them under the following sub-heads based on their requirements for admission to special study "schools."

(1) Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and as much as ten units for admission to courses leading to a diploma in music, art, and expression:

Bessie Tift College	Forsyth, Ga.
College for Women ¹	Columbia, S. C.
Converse College	Spartanburg, S. C.
Judson College	Marion, Ala.
Meredith College	Raleigh, N. C.
Notre Dame College	Baltimore, Md.
Salem College ¹	Salem, N. C.
Shorter College	Rome, Ga.
Sweet Briar College	Sweet Briar, Va.
Woman's College	Frederick, Md.

(2) Institutions announcing a requirement of fourteen units for admission to courses leading to a baccalaureate degree, and from eight to *no* units for admission to courses leading to a diploma in music, art, and expression:

Athens College ⁴	Athens, Ala.
Baylor College	Belton, Texas
Belhaven College and Institute ²	Jackson, Miss.
Brenau College	Gainesville, Ga.
Buford College ⁴	Nashville, Tenn.
Central College for Women ³	Lexington, Mo.
Chicora College	Greenville, S. C.
Columbia College ⁴	Columbia, S. C.
Greensboro Female College	Greensboro, N. C.
Hollins College	Hollins, Va.
Lagrange Female College	Lagrange, Ga.
Mt. St. Agnes College	Mt. Washington, Md.
Miss. Ind. Inst. and College	Columbus, Miss.
Tennessee College	Murfreesboro, Tenn.
Texas Fairmont Seminary ⁵	Weatherford, Texas
Wesleyan College	Macon, Ga.
Woman's College of Alabama	Montgomery, Ala.
Young's College ⁶	Thomasville, Ga.

(3) Institutions announcing a requirement of from ten to twelve units for admission to courses leading to baccalaureate degree, and less than ten for admission

¹ College for Women and Salem College announce a maximum requirement of thirteen units for 1911-1912.

² Opened Sept., 1911; requirements wholly prospective.

³ Not classed as a "college" by Board of Education of the M. E. Church, South.

⁴ Entrance units are not of standard value.

⁵ No A. B. graduates in 1911, even under old requirements.

⁶ In spite of high admission requirements, Young's seems to belong in third group.

to courses leading to a diploma in music, art, and expression:

Florida State College for Women Tallahassee, Fla.
Galloway College Searcy, Ark.
Lander College Greenwood, S. C.
State Normal and Ind. College Greensboro, N. C.
Winthrop Normal and Ind. College . . . Rock Hill, S. C.

The distinctions made by the above sub-divisions are, of course, inadequate; for in many cases they fail to indicate the actual, or the comparative, standard of a particular institution. Winthrop and the North Carolina State Normal, for instance, are listed in the third sub-division; yet, since they require two years of high school work for admission to every department, they probably average a higher standard than those institutions in the second sub-division stating no academic requirement for admission to — or graduation from — their schools of music, art, and expression.⁷ And in general organization and equipment, no doubt, these state schools are in advance of some of the colleges in the first sub-division. For, strange as it may seem, several colleges with the highest admission requirements do not publish a classified list of their students. In fact, only one-third of the institutions in this group make any distinction whatever in their catalogues between preparatory and college students. It is, therefore, impossible to tell how many students in twenty-two of these institutions are actually pursuing courses of study outlined for baccalaureate degrees. In some cases, the limited number in the faculty would indicate that the institution could not be giving four years of college work. Belhaven College Industrial Institute, for example, has provided a faculty of only six besides its president for courses of study covering sixteen years, including an elementary school of eight grades, a four-year preparatory school, and a college course of four full years in liberal arts, and sciences. And one is forced to assume that several

⁷ The institutions which apparently do not require any definite amount of academic work for special study diplomas are: Belhaven, Brenau, Buford, Central, Hollins, Mt. St. Agnes, Texas Fairmont, and Young's.

other institutions in the second group have not at present students in the four college classes; or that, if they have, their respective faculties are too busy teaching preparatory pupils to give thorough college courses.

Converse College, however, in the first sub-division, and Mississippi Industrial Institute and College, in the second sub-division, deserve to be singled out on account of their better general organization. Converse, it is true, allows college instructors to conduct "conditioned" classes in Latin, Mathematics, and English; but Converse does not maintain a preparatory department, and has as many as six professors devoting their entire time to college work. And the Mississippi Industrial Institute and College, although it allows some slight interchange of work between its upper normal and its collegiate department, has a separate faculty for each of its distinctive schools. But as it does not require any high school work for admission to its normal and industrial departments, and not more than four units for admission to its freshman music class, its collegiate department has not received the recognition to which in itself it would be entitled.

But since few women's colleges in the South have any need of the Scotchman's prayer, "O Lord, give me a good conceit of myself," I shall not dwell on the marked improvement that several other institutions in group two have made during the past four or five years. I shall, on the contrary, continue to point out wherein all fall short of the highest standards. The leading characteristic, if not the leading weakness, of Southern colleges for women, as a whole, is the predominance of preparatory and "special-study" pupils. This is forcibly illustrated by comparing the proportion of regular college students to the total number of students as shown in the catalogues of the colleges which publish a clearly defined student roll:

	College Students ¹	Total Enrollment
Athens College.....	83	202
Baylor College	95	424
Central College	32	136
Judson College	70	234
Converse College	146	317
Lagrange College	32	189
Meredith College	86	358
Miss. Indst. Inst. and College..	260	752
Wesleyan College	120	410
Winthrop College ²	144	674
Woman's College of Alabama..	58	95

The Woman's College of Alabama seems to be the only one of the thirty-three institutions in the second group in which college students are not decidedly in the minority. A few of these colleges try to make a virtue of necessity, and advertise that their upper preparatory classes are taught by college professors; and some advocate the association of preparatory and college students on the ground that such association "furnishes that stimulus so necessary for inspiration and higher ideals;" others dwell on the benefit that their music, art, and expression students receive from "the social and intellectual life of the college." But, in reality, the overworked professor, the immature fine-arts' specialist, and even the *inspired* "prep" tend to make the clear, keen scholarly atmosphere of college life somewhat hazy.

The tendency on the part of the Southern girl to "specialize" before she has completed her college course causes one of the leading distinctions between Eastern and Southern colleges for women. This may be best illustrated, perhaps, by comparing the proportionate number of music students in colleges of the two sections. Of the 1030 students now at Vassar, for example, only one hundred are taking lessons in piano, voice, organ, and violin, combined; at Greens-

¹ Students specializing in music, art, and expression are not considered "regular" college students.

² Winthrop College does not have its music and collegiate departments distinct from its normal department; hence I have counted as college students only those in the Normal-Latin Course.

boro Female College, on the other hand, there were last year, out of a total registration of 215, exactly 151 studying music. The proportion of music students — one-tenth at Vassar and nearly three-fourths at Greensboro — is, I find, typical of women's colleges in the East and in the South; and, perhaps, I should add that even the few who are studying music in Eastern colleges are working primarily for an academic degree. This is not true of the majority of music students in Southern colleges. Eastern colleges do not try to compete with conservatories, and they no more think of advertising their departments of music than their departments of mathematics. A department of music is, of course, indispensable in a woman's college; but if an institution wishes to be recognized as a *college*, it is safer for it not to try to be "the leading conservatory of music in the South."

But in spite of the predominance of immature "specializers" in Southern colleges, our Southern girls are, I think, learning to appreciate a well-rounded education; for each year shows an increase in the number of those who are willing to stay at college after they are eighteen. It is, therefore, confidently to be expected that, in addition to our four recognized women's colleges, several others now meeting standard admission requirements will within the next four or five years secure a sufficient endowment to enable them to keep their admission requirements high; to engage at least six or eight well-trained professors who can devote their entire time to college work; and to secure libraries, laboratories, and all other buildings and equipment essential to the maintaining of a high standard of scholarship and efficiency. With such an endowment, it will not be necessary to admit preparatory and "irregular pupils" for income purposes.

In their struggle to become standard colleges, perhaps the greatest opposing force these institutions have to contend with is the number of nominal colleges in the two remaining groups; for not only does each of the three leading religious denominations of the South try to have a woman's

college in each state, but sometimes all three have one in the same small city. In North Carolina, there are three Baptist colleges for women, three Methodist, and four Presbyterian; and the Methodists have bought land for another, so that the city of Raleigh may boast four colleges for women! The Board of Education of the Methodist Episcopal Church, South, however, has, in classifying its own institutions, done much for the improvement of educational standards by inducing some of its weaker "colleges" to become preparatory schools for its *Class A* colleges.¹ This suggests a means not only for the survival of the fittest, but possibly for the survival of all if Baptist and Presbyterian educational institutions would only become equally perfected in grace. Such a consummation is greatly to be desired; for there are over a hundred institutions in groups three and four doing more or less preparatory work, yet calling themselves *colleges*.

The following institutions,² counting two or more years of preparatory work towards a baccalaureate degree, constitute the third group:

Alabama Brenau College.....	Eufaula, Ala.
All Saints Episcopal College.....	Vicksburg, Miss.
Andrew College.....	Cuthbert, Ga.
Caldwell College.....	Danville, Ky.
Campbell-Hagerman College.....	Lexington, Ky.
Centenary College-Conservatory...	Lookout Mt., Tenn.
Central College.....	Conway, Ark.
Cottey College.....	Nevada, Mo.
Chowan College.....	Murfreesboro, N. C.
Christian College.....	Columbus, Mo.
Coker College.....	Hartsville, S. C.
Elizabeth College.....	Charlotte, N. C.
Greenville Female College.....	Greenville, S. C.
Grenada College.....	Grenada, Miss.

¹ Methodist *Class A* colleges need not require more than six units for admission to the freshman class of "special study" departments, and sub-freshman and college students are not always kept rigidly distinct; hence Methodist *Class A* colleges do not necessarily come up to the standard set by the Association of Colleges of the Southern States.

² Seminaries and institutes conferring degrees as well as institutions retaining the name *college* but not conferring degrees are included in the third and fourth groups.

Hamilton College	Lexington, Ky.
Hardin College	Mexico, Mo.
Howard Payne College	Fayette, Mo.
Kee Mar College	Hagerstown, Md.
Lexington College for Young Women..	Lexington, Mo.
Liberty Ladies' College	Liberty, Mo.
Limestone College.....	Gaffney, S. C.
Lindenwood College	St. Charles, Mo.
Mansfield Female College	Mansfield, La.
Mary Baldwin Seminary	Staunton, Va.
Marion Seminary.....	Marion, Ala.
Martin College	Pulaski, Tenn.
Margaret College	Versailles, Ky.
Martha Washington College.....	Abingdon, Va.
Meridian Woman's College	Meridian, Miss.
North Texas College	Sherman, Texas
Peace Institute ³	Raleigh, N. C.
Presbyterian College for Women.....	Charlotte, N. C.
Sayre College	Lexington, Ky.
Southern Presbyterian College	Red Springs, N. C.
Southern Seminary	Buena Vista, Md.
St. Mary's College	Dallas, Texas
St. Mary's School ³	Raleigh, N. C.
Stephens College.....	Columbia, S. C.
Stonewall Jackson Institute	Abingdon, Va.
Synodical Female College	Fulton, Mo.
Switzer College	Itasca, Texas
Texas Presbyterian College	Milford, Texas
Virginia College	Roanoke, Va.
Whitworth College	Brookhaven, Miss.
Virginia Institute	Bristol, Va.
Woman's College of Due West.....	Due West, S. C.
Young's College ⁴	Thomasville, Ga.

The best of these institutions complete — or nearly complete — fourteen units by the end of their sophomore year; but the work of their junior and senior years can hardly be considered that of a standard college. Nominally, the courses are almost identical with those given in the last two years of a real college; but students who are barely prepared for standard freshman work are too immature to get the

³ Offers about two years' work above college entrance requirements, but does not confer a degree.

⁴ See foot note on Young's College in second group.

full benefit from courses in psychology and ethics, and they have not had sufficient foundation for elective courses in ancient and modern languages and literature. And, besides, college courses cannot be given by instructors who often have from twenty to twenty-five hours of class room work a week. The courses in "metaphysics" are, it is true, usually given by the presidents; but presidents are apt to be too much harassed with the material affairs connected with their institutions to deliver *philosophic* lectures regularly. But it is sometimes argued that the many girls who will never go to a first-class college should have a little *Browning* and a little popular philosophy in preference to freshman exposition and logarithms. However that may be, those who have not had the English composition and mathematics *required* in all standard colleges are not entitled to an arts or science degree.

A few institutions in this group have recently taken a definite step towards recognized standards by offering "junior college" courses. Three in Kentucky — Caldwell, Campbell-Hagerman, and Hamilton — follow closely college entrance requirements through the sophomore year; and in most of their junior and senior courses, they conform to the freshman and sophomore years of a standard college. Two Missouri institutions¹ — Hardin and Lindenwood — and All Saints College in Mississippi are organized on a slightly different basis. They require as much as fourteen units for admission to their "junior college" course; and, then, offer two years of standard freshman and sophomore work. If the two Missouri institutions would follow the example of the three Kentucky institutions and of All Saints College and discontinue the conferring of degrees for only two years of college work, and if all these would drop the name *college*, they would become models for several other institutions in group three that already offer a standard college preparatory course and that are, perhaps, sufficiently well equipped to

¹ Howard Payne College seems to be of almost equal standing with Hardin and Lindenwood.

substitute standard freshman and sophomore work for their finishing school junior and senior courses.

There is, however, even a greater tendency on the part of the pupils in this group to "specialize," or at least to drop any study that is particularly displeasing, than in those of group two. Consequently, it sometimes happens that a pupil who has dropped Latin before reading *Caesar*, or who has never got beyond quadratics, may be taking junior and senior electives; or it may be that she is studying second year Latin and elementary algebra at the same time with "senior" history and literature. And this irregularity is equally marked in the nominal colleges constituting the fourth group. Indeed, as I implied at the beginning, it is impossible to draw any clearly defined distinction between some institutions in any one division and some in the division immediately following; yet, there is a difference in the standard of the institutions taken as typical of each group. I have, therefore, included in my fourth and last division all Southern degree-conferring institutions for women in which secondary school work greatly predominates.

There are over fifty of this class counting from three to four years of preparatory work towards a baccalaureate degree:

Alabama Central Female College.....	Tuscaloosa, Ala.
Asgard College.....	South Houston, Texas
Belmont College	Nashville, Tenn.
Bellwood Seminary	Anchorage, Ky.
Bethel College	Hopkinsville, Ky.
Birmingham Seminary	Birmingham, Ala.
Blue Mountain College.....	Blue Mountain, Miss.
Boscobel College	Nashville, Tenn.
Bourbon College	Paris, Ky.
Carr-Burdette College	Sherman, Texas
Central Mississippi Institute	French Camp, Miss.
Chappell Hill Female College....	Chappell Hill, Texas
Claremont College	Hickory, N. C.
Cox College	College Park, Ga.
Davenport College	Lenoir, N. C.
Fairmont College	Monteagle, Tenn.

Franklin Female College	Franklin, Ky.
Hillman College	Clinton, Miss.
Home Institute	New Orleans, Miss.
Howard Female College ²	Gallatin, Tenn.
Liberty College	Glasgow, Ky.
Linwood College	Gastonia, N. C.
Littleton College	Littleton, N. C.
Logan College	Russelville, Ky.
Louisburg College	Louisburg, N. C.
Louisiana Female College	Keatchie, La.
Madison Institute	Richmond, Ky.
Maryland College	Lutherville, Md.
Memphis Conference Female College...	Jackson, Tenn.
Millersburg Female College ³	Millersburg, Ky.
Mississippi Synodical College	Holly Springs, Miss.
Oxford Seminary	Oxford, N. C.
Owensboro College	Owensboro, Ky.
Powhatan College	Charleston, W. Va.
Port Gibson Female College.....	Port Gibson, Miss.
Radnor College	Nashville, Tenn.
Roanoke Institute	Danville, Va.
Rogersville Synodical College	Rogersville, Tenn.
Sacred Heart College.....	Belmont, N. C.
Saint Joseph's College	Emmitsburg, Md.
Saint Mary's College	San Antonio, Texas
San Antonio Female College	San Antonio, Texas
Silliman Collegiate Institute	Clinton, La.
Soule College.....	Murfreesboro, Tenn.
Southern Christian College	West Point, Miss.
Southern Female College	Petersburg, Va.
Stanton College	Natchez, Miss.
Statesville Female College	Statesville, N. C.
Sullins College	Bristol, Va.
Tuscaloosa College	Tuscaloosa, Ala.
West Texas College	San Antonio, Texas
Woman's College	Richmond, Va.

The following institutions did not respond to requests for catalogues; but they probably belong to this group:

Alabama Synodical College	Talladega, Ala.
Beaumont College	Harrodsburg, Ky.
Centenary Female College	Cleveland, Tenn.

² Admits into freshman A. B. courses from the fifth grade.

³ Admits into freshman A. B. course from the sixth grade.

Oklahoma Wesleyan College Oklahoma City, Okla.
 Pontotoc Female College Pontotoc, Miss.
 Texas Woman's College Bryan, Texas

As the majority of the schools in the fourth group admit into their freshman class pupils from the seventh and eighth grades, their baccalaureate degree should be equivalent to a good high school diploma. But this is not always the case; for some with only half hour recitation periods "complete" *Cicero* and *Vergil* in one year — and that, too, when pupils are carrying six or eight studies. In fact, the number of studies taken at a time and the amount of subject matter skimmed enable pupils in many of these schools nominally to complete junior and senior electives when they should be doing third and fourth year high school work; and this happens even when a pupil is conscientiously taking the regular course offered in the catalogue. In fact, I was myself a victim of one of these institutions: at fifteen I studied *Evidences of Christianity* and *Mental and Moral Philosophy*.

After graduating from this school, it took me more than a year to prepare for the freshman class of an Eastern college. Several of the best of these schools, however, have recently arranged their courses of study in such a way as to prepare definitely for college; yet even they retain the name college and confer degrees.

Indeed, in my study of the catalogues of women's colleges, I have found that, as a rule, the lower the standard the greater the variety of degrees conferred. Goucher and Agnes Scott, for instance, confer only the A. B. degree; and Brenau is the only college in the second group that confers as many as six. Limestone College, in the third group, simply states that its graduates are "decorated with the highest college degrees;" but several colleges in the fourth group, confer, in addition to the time-honored A. B. and A. M., the more modern and often less honored B. S., Ph. B., B. M., O. B., B. D., B. L., M. E. L., and L. L. M. The last three the catalogues regretfully state, are designed for young ladies who "decline to study Latin."

Some of these schools may be sinning ignorantly; for the following bit of excellent educational theory precedes the outline of the course of study in a Tennessee college apparently admitting into its freshman A. B. course children who have just completed five grades: "It is earnestly desired that our patrons will co-operate with us in discouraging the over-crowding of work upon growing minds of children, and remember that education is not merely an accumulation of facts, but the gradual and thorough assimilation of the wonderful truths from the realms of History, Science, Literature, and Art. This is best accomplished by making haste slowly." This school conferring an A. B. degree on children of ninth grade maturity, surely does not realize the extraordinary incongruity between its preaching and its *teaching*. But institutions definitely stating that they confer the B. S. degree on all who complete the college preparatory course arranged for students desiring to enter "such higher institutions of learning as Vassar and Vanderbilt" know that their degrees are merely nominal.

The catalogues of colleges of the third and fourth groups show as great lack of restraint in their advertisements as in the variety of their degrees. Some claim to "duplicate the work of the best Eastern colleges;" and nearly all advertise as institutions "for the higher education of women." Yet the catalogues of many of these schools—filled, as they often are, with pictures of class day exercises, of basket ball squads, of tennis teams, of glee clubs, of "merriment" clubs, of "al fresco scenes" from various plays, and even of student groups "Spelling Taft—Sitting and Standing"—resemble college annuals far more than college catalogues. Even views of the buildings and of the surrounding country and the photographs of professors tend to throw the emphasis on externals. And yet some institutions in the third and fourth groups do publish dignified catalogues, and, as I have already stated, give thorough courses as far as they go. But as long as they confer degrees for any preparatory work, they are sinning against present educational standards, and run the

risk of remaining unclassified by United States commissioners of education; of failing to be endowed by the General Education Board; and, worst fate of all, of being ridiculed by Carnegie Foundation investigators.

In stating the "technical" characteristics of women's colleges in the South, I have not dwelt on the advantages of a thorough college training for women. In fact, it is now generally conceded that a college education is of advantage even to women who are not teachers; and this holds in spite of the fact that many cultivated women have obtained in other ways an education more to be desired than that which the college *alone* can furnish. And I have not even touched on that much discussed subject: the proper kind of curriculum for a woman's college. I should like at least to refer any who wish scholarly opinion on this point to Professor W. P. Trent's *Reflections on the Education of Women* in the Columbia University Quarterly, March, 1910, and to Professor M. L. Harkness's views on domestic science in the October, 1911, *Atlantic Monthly*.¹ My object has been merely to report the actual conditions existing in Southern degree-conferring institutions for women with the hope that the Association of Colleges and Preparatory Schools of the Southern States may devise some means of inducing these institutions not so much to raise, as to improve, their standards; and, above all, that this Association may soon educate public opinion to such an extent that nominal degrees will be ridiculed out of existence.

In closing, I shall take the liberty of further trying to impress upon you the necessity of giving this subject your most careful consideration by quoting a passage from Burke's *Speech on Conciliation with America*, which, with the change of a word or two, seems to describe your relation to Southern colleges for women:

"The first thing we have to consider in regard to the nature of the object is the number of *colleges for women in the*

¹ One View of Domestic Science.

South. I have taken for some years a good deal of pains on this point. I can by no calculation justify myself in placing the number below one hundred and forty-one. This, Sirs, is, I believe, the true number. There is no occasion to exaggerate where plain truth is of so much weight and importance. But whether I put the present number too high or too low, is a matter of little moment. Such is the *ease* with which colleges shoot up in *this* part of the world, that state the numbers as high as we will, while the dispute continues, the exaggeration ends. While we are discussing any given *number*, they are *increased* to it. While we spend our time in deliberating over the mode of dealing with *one hundred and forty-one* we shall find we have *two hundred and forty-one* to deal with. I leave this consideration of the present and growing number of *women's colleges* in the front of your deliberation; because, Sirs, this consideration will make it evident to a blunter discernment than yours, that no partial, narrow, contracted, occasional *treatment* will be at all suitable to such an object. It will show you that it is not to be considered as one of those *minima* which are out of the consideration of the *Association of Colleges and Preparatory Schools of the Southern States*; not a paltry excrescence of the *educational system in America*. It will prove that some degree of care and caution is required in the handling such an object. It will show you that you ought not, in reason, to *leave to their own devices such an unorganized horde of educational institutions*. You could at no time do so without guilt; and be assured you will not be able to do it long with impunity."

FORESTRY AND THE HIGH SCHOOL

DON CARLOS ELLIS
United States Forest Service

The high school is changing, as the complex American society around it is changing. The school is a preparation for that society and must, therefore, change to meet its needs. The school should prepare the pupil for an efficient life in the sphere of activity in which he is later to move. The education which enables the recipient to live an efficient life both as an individual and as a citizen is the only education worth while. Social efficiency, therefore, may be accepted as one of the ends towards which the high school curriculum should tend. This social efficiency may be regarded as two-fold, individual and national. By individual efficiency is meant the ability to earn an honest living and to be no hindrance to social progress. It is, as far as society is concerned, merely negative. By national efficiency is meant something more; it is the ability of a citizen to contribute in a positive way toward the prosperity and happiness of the society and the nation of which he is a part. To effect this social efficiency in its highest possible degree, the school must anticipate and supply the needs both of the individual and of the society about him. In the effort to accomplish this purpose, there is a manifest tendency on the part of high school faculties to give greater attention to the useful sciences, at the expense of the merely cultural classics. Hence, such sciences as geography, physics, chemistry, botany, manual training, and, in the rural high schools, agriculture have come more to the front.

Parallel with this evolution of the school's curriculum toward the accomplishment of social efficiency is the movement for the conservation of our natural resources. Not only is it contemporary with the school's evolution, but it is parallel in purpose. It aims to conserve the country's resources, not as an end itself, but only as a means toward

the prosperity and happiness of society, toward the highest efficiency of national life. And foremost among the factors of the conservation movement, the need of protecting and properly managing the forests of the country has loomed into great prominence. The approaching wood famine, the increasing intensity of floods and droughts in our rivers and their effect upon the industries and upon navigation, the removal of the soils of our hillside farms into the channels of the streams, and the dire misfortunes which the famine-stricken and plague-cursed nations of the Orient are teaching to be the consequence of forest destruction are causing the people of this nation to give serious thought to the important connection between their own forest resources and the future of their country.

The problem of forest conservation is one which it will take the whole people to work out. Not only are the efforts of those of our citizens needed in the work who are engaged in wood-using industries, the tilling of the soil, manufacture depending upon water power, and who are in any way concerned in navigation, but all of those who use wood or its products, all who have any hand in making or executing the laws, or in forming the public opinion behind the laws, in other words, every citizen. If every citizen is to be socially efficient, he must be able to deal with the subject of forest conservation intelligently, he must be able to do his share of the work. And where is this efficiency as a permanent national factor to be attained? Certainly nowhere else than through the school. And it must be in the high school that the bulk of the work is to be done. Not more than one-tenth of the pupils who pass through the high school enter college, and besides, in this day of specialized study in our colleges, only those college students would be reached who specialize in a subject in which a knowledge of the forest is a factor. In the grades, on the other hand, only the elements of the subject can be taught. As with most other scientific studies, therefore, the greater portion of the work must be left to the secondary institution.

Admitting that the high school should teach of the forest and its use and protection, where and how may these subjects be introduced in an already crowded curriculum? There are places actually awaiting the subject now, and as the reorganized courses evolve these will open wider. They may rather be called gaps than places, for without some consideration of the subject they lack an essential element to make them complete. Physical geography, industrial geography, botany, American history, civics, agriculture, manual training, all are incomplete without a consideration, in the manner proper to each, of the forests, their uses and influences, their exploitation, and the methods being advanced for their perpetuation and saner use.

GEOGRAPHY

" The scope of geography, both commercial and physical, is being widened and its importance more thoroughly recognized. Commercial geography has come to mean more to the school teacher than a mere physical outline of states and a category of their climates, industries, and forms of government. It has become a science, inquiring into the influences which these factors have upon the life of man. It deals with the industries as producers of wealth, shows how land and water formations, the climate and the national resources control these industries, and how, therefore, geographic influences affect the life and history of a people. The forests of a country are among the most important of its resources. In this country they control not only our fourth greatest industry, lumbering, and many other important pursuits employing wood or wood products, such as the manufacture of cooperage, paper pulp and naval stores, but also are essential to innumerable other industries which depend directly or indirectly upon a wood supply, as the tanning industry, mining, and railroads, or upon a regular supply of water in the streams, equable climate and fertile soils upon the slopes. There are, in fact, comparatively few commercial pursuits which could be carried on at all without the forest or its

beneficent influences. Geographers would call this influence of the forest upon man a "geographic control." But there is also another kind of geographic control which applies to our forests, and in fact to all of our natural resources, the control which man may, in turn exercise over them and, through them, back upon his own life and history. Through this latter control, as applied to our forests, man may so manage and use them that they will continue to serve his needs for all time. This principle has for many years been successfully applied to the forests of Germany and Switzerland. The consideration of the first control is an essential part in the study of geography. The consideration of the second is equally essential.

This twofold control applies also to physical geography. The story of how the forest insures a regular supply of water in the streams by causing the snows within them to melt more slowly than in the open and permitting the melted snow and the rains to be absorbed by the humus beneath the trees and given out slowly and steadily to the springs and streams, how, when the forests are removed the water rushes off the surface of the slopes all at once causing floods and leaving no water stored up against a period of drought, how the soils erode on deforested slopes and are washed down into the channels of rivers and over the richer alluvial land in the valleys, how trees locate shifting sand and enable it to disintegrate into fertile soil, how the large volumes of air held within the boundaries of a forest cool and warm more slowly than the air around and hence tend to moderate changes in temperature, and, finally, how man can prevent the destruction of the forests upon areas where they are needed and restore them where they have been foolishly destroyed, all of these belong to the science of physical geography, and where not included in its study would prove a most valued addition.

BOTANY

Many of the most interesting lessons in botany can be learned as well from the trees as from other forms of plant life, and some subjects of the science better, as, for instance, ecology. The trees present a wide variety of plant life and many botanical phenomena can be found nowhere else but in the forest. Then there are the further advantages that trees show many features of plant life on a large scale and that they are always accessible at all seasons of the year and are as full of interest in winter as in summer.

HISTORY AND CIVICS

The forests of our land have had a very large share in our history. In the pioneer days, they were obstacles to be overcome. They occupied land which was needed for farms, and had to be fought back with the axe and fire. The saw-mill soon began to be the vanguard of civilization. The lumber business became more and more important, and villages and towns and the prosperity of whole states were built upon it. Who would attempt to write the history of Michigan and leave out the part which its white pine has played in that State's development, or of New York, and fail to mention the logging of its red spruce in the Adirondack Mountains? The yellow pine lumbering and the turpentine industry have meant as much to the South. The opening up of the West and the building of the great continental railroads to the Pacific were closely associated with the forests and the railroad grants of timber which have since been so abused. The history of the public lands and the timber upon them, the laws made at various times for their disposition or preservation, and finally the inception and evolution of the National Forest policy followed by the great conservation movement were very important factors in the history of our growth into a world power.

The conservation policy of our Government, as typified by the work being done for the preservation of forests, both on the public lands of the West and through the National Forests now being created by purchase in the Appalachians,

is a far reaching effort and is destined to continue widening its scope for many years to come and to extend to many other natural resources. Both history and civics should take account of this. At the present time over one hundred and ninety million acres of our public lands, an area equal to more than the combined areas of all the New England states, New York, New Jersey, Pennsylvania, Maryland, Delaware, Virginia and North Carolina, are being governed by these National Forest laws, and several of the states have in addition forest reserves of their own under somewhat similar administration. These conditions furnish important material for both civics and contemporary history.

AGRICULTURE

A lengthy discussion of the place belonging to forestry in the agricultural course of the agricultural high school is outside the province of this article. The agricultural high school, of course, presents problems peculiar to itself. While in the other high school subjects a separate course in forest study is not advocated, its importance as a branch of agriculture is great enough to give it the attention which a special course deserves. To realize this, one need only consider the importance of the wood-lot to the farmer. It will supply him with wood for use on the farm and for the market, and the farmer should know his timber market as he does his vegetable and stock market. It can serve as a shelter-belt for his fields, his stock, his barns, and his home. It can occupy rocky and hilly or cut-off lands which are not fit for any other use. It can be worked in winter when other work is light. It can, through scientific handling, be made to yield more and better timber than it would if left to itself; it merits scientific handling as much as does the corn crop or the orchard, and will repay the farmer for his pains.

MANUAL TRAINING

It is obvious that in the manual training work, the wood-worker should be able to recognize the various kinds of

woods and know their physical properties and their value. He should also be able to recognize the trees and know their distribution and manner of growth.

In all these branches, the subject of the forest affords an exceptional opportunity for the most interesting kind of field work. In fact, the study of the forest is one which can not be pursued satisfactorily without a considerable time spent out of doors. The study of the wood-using industries must bring the student to the lumber camp, the turpentine stands and stills, and the saw-mills, if these are accessible. The student of physical geography would follow the streams to their woodland sources and would contrast the land formation of the forests around them with conditions upon slopes where the forests had been destroyed. The botanist would learn the trees at first hand in forests or parks. Furthermore, there is in this work occasion and opportunity for building up wood collections and herbariums, works of great fascination and of much value. The work is replete with pleasant, tangible things to do and places to go, and these always hold the student's intense interest, while the field work entailed contributes healthful exercise for teacher and pupil. To insure the success of field excursions, however, the teacher should prepare for them in advance, know just what things are to be shown, and, if possible, have visited in advance the place where the class is to go.

Though forestry forms an important part in the general conservation movement, it is only one of the many factors. Our soils, our waters, our minerals, our game, all require vigilant economy in their use that they and the industries which depend upon them may not disappear from the land. The entire conservation movement must depend for its permanency upon the school, and yet it is impossible that all these various phases of conservation be dwelt upon in detail. The elemental facts must be taught and a type taken to exemplify the general principles applying to the rest. Conservation, in this country as in most countries which have

adopted any system of saving their resources, began with forest conservation, because the forests of a country are logically the first of its resources to become impoverished. A system for the preservation of the forests of the nation was being successfully applied long before its exponents thought of the wider activity. So, forest conservation was the forerunner of the whole conservation movement. Furthermore, the same practices which have been demonstrated as true and applicable in the case of the preservation of our woodlands have been found in a general way suited to all our other resources. The general principles of wise and economical use, elimination of waste, and provision for the future apply as well to minerals, soils, and waters, to animal life, and even to the highest of all, human forces, as to forests. This particular phase of the conservation work, forestry, has, therefore, become a type of the rest, and in considering the general principles governing it, we come to understand the principles underlying all conservation. The preservation of the forests is intimately associated with the preservation of the land both within and without the forest, which it fertilizes and saves from erosion and floods, with the preservation of the minerals deposited beneath the hills; with water power and navigation, the source of whose regular supply it rules; with our recreation grounds, which depend primarily for their beauty and healthfulness upon the forest; and with our game, which have their life in the forest, and our fish which swim in the waters arising in its depths. Then, too, of all our resources, the forest is in the most imminent danger of exhaustion, and next to soils is generally admitted to be the most important. Conservation deserves place in secondary education; and the study of the forest and its preservation is a most practicable form in which to teach its principles, especially in the limited time which it is possible for most high schools to give it.

If conservation is to become a permanent factor in our national life, if our country is to escape the consequences of

the lavish waste of those materials and forces upon which its continued prosperity so essentially depends, if the American citizen is to be rendered competent to use these natural riches wisely for the happiness of himself and his race, the school must help, it must teach some fundamental principles of those sciences a knowledge of which is necessary to accomplish these ends. It seems evident that the knowledge of the forest and its influences is a science of this nature and as such should receive consideration by those on whom the advancement of secondary education rests.

A CONSTRUCTIVE EDUCATIONAL POLICY FOR NORTH CAROLINA*

CHARLES L. COON

Superintendent of the Wilson Public Schools

THE TEACHERS' ASSEMBLY SHOULD BE A DELEGATED BODY

But what kind of a constructive educational policy should we stand for here in North Carolina? First of all, this Teachers' Assembly should be a delegated body, which is another way of saying that it should be a body of teachers representing smaller teachers' organizations. These smaller units ought to be composed of different classes of teachers in the several counties and towns who could meet a certain, definite, well-defined mental and professional standard, not simply those teachers and others who will pay the annual dues. Can you imagine the North Carolina Medical Society and the Bar Association granting membership in either of their bodies to teachers, laymen, book agents and others who may be willing to pay the membership fees to help the cause along? The fact that we admit "any friend of education" to membership in our teachers' organizations means that we have not yet developed any vital class or professional consciousness.

WE SHOULD HAVE A STATE EDUCATIONAL COMMISSION

In the second place, we should have a State Educational Commission of not more than eight members appointed by the Governor upon the recommendation of this body, which commission should have control of the licensing of all county and town teachers, elementary and high school, the control of courses of study in all the public schools, the selection of text-books, the control of all the means employed to train teachers, the licensing of supervisors and superintendents, and have the power to direct the general professional educational work of the State. This commission should be a con-

* From the President's Annual Address before the North Carolina Teachers' Assembly, delivered at Raleigh, November 30, 1911.

tinuous professional body whose duties need not conflict with the legitimate work of the present State Board of Education. The financial and other matters which the State board now exercises need not be disturbed. But we do need a professional body of teachers to give some unity to our educational work. And the point to begin that unification is the training and licensing of teachers and supervisors. Such a body could make provision for remedying many of the conditions which now make it impossible to protect the public against poor teaching and supervision and to protect those teachers who do get some professional skill against the unfair competition of those having meager mental and professional attainments. It is certainly asking only what is due the real teachers of the State to insist that the skill which they expend primarily in the interest of the general welfare shall be protected. Surely the teachers have as much right to such protection as the lawyers, the doctors and other professions. And until such protection is afforded by the State, it comes with little grace from those outside of our profession to tell us on all occasions how much work we do for the money we get and how sorry they are for us and how they admire our self-sacrifice and devotion to a great profession. Men and brethren, we do not desire less of your sympathy, but those of us who really care for our professional advancement do also ask a square deal at the hands of our professed friends and the State we serve.

THE "SCHOOL TOWNSHIP" SHOULD BE THE UNIT OF
ADMINISTRATION

In the third place, the county is too large a unit of school organization and the district is too small. Even the present township lines do not always embrace the most advantageous unit of school organization. But these township lines could be easily changed for purposes of school administration. We need these school townships large enough to make a central school of seven grades, and a high school attached, a possibility. This would permit an arrangement of the

schools of each township so that the small elementary schools could all be made subordinate to the central township school. For the present, the small elementary schools could be limited to a four-months term and to the first four grades, while the central school could be open longer and teach as many grades as possible. It would now be practicable in many cases to open the central school to all the children of the township for a longer term than four months, thus insuring, in the course of time, the consolidation of most of the schools of the township. Especially would this be hastened if the law should require the townships, not the counties, to maintain a four-months term or more. The people themselves would soon see the advantages of consolidation, if they had to support their already too numerous and expensive small schools.

Of course, these school townships should be permitted to choose their own officers to manage their schools. The only vital restrictions which would be placed upon them would concern the employment of teachers, courses of study, and the maintenance of proper standards. But no one would resent such wholesome restrictions.

TOWNSHIP COMMITTEEMEN SHOULD CHOOSE COUNTY BOARD OF EDUCATION

In the fourth place, the county boards of education should be chosen by the township committeemen. And one vital restriction on their power should be a provision that no superintendent or supervisor could be selected except one who had fully met the requirements of the State Educational Commission.

SPECIAL TAX AND SEPARATE DISTRICTS SHOULD BE ABSORBED INTO A UNIFIED SYSTEM

In the fifth place, provision should be made for the gradual absorption of all separate and special tax schools into a unified system. This could be done by general laws governing schools of different classes, by the work of the State Com-

mission, and by the township and county organization. This would also mean that all State aid for elementary or for high school instruction would go directly to the townships, and we would then enter upon a definite plan of township school organization which would reach all the children. In working out this plan provision should be made that each township have a minimum school term to be increased as property values increase, and that the amount of State aid should always be dependent on local effort.

A CONSTRUCTIVE VERSUS AN OPPORTUNIST PROGRAM

Finally, I am not speaking for the adoption of any more opportunist programs of school reform. We adopted such a program at Asheville last year, and some of the very people who formulated it never thought it was their Christian duty to live up to its provisions in the face of opposition. Men and brethren, we owe it to this generation, we owe it to the public we serve, we owe it to all that we hope the future to be because of our handiwork, to formulate a constructive educational program and not longer be content to patch and mend disorder and chaos.

Of course, as long as we continue to tell the people of our own mighty works which we have been doing around our own little Capernaum, the people will not see the need of reform. We must tell the State the rude truth about this whole question. We must look our problems straight in the face. We must be content to go slow. But if we have a consistent constructive plan by which to build our educational structure this generation shall not pass away until we begin to see results. But above all, we teachers must take more vital interest in working out our own professional salvation. We must first of all make it possible to begin master workmen in the greatest business given men and women to do, a business founded by Jesus, the Great Teacher, who spoke as one having authority and not as the Scribes and Pharisees.

PUBLIC HIGH SCHOOL PROGRESS, 1910-'11.

N. W. W.

NUMBER, CLASSIFICATION, AND DISTRIBUTION

During the scholastic year 1910-1911, the number of public high schools in operation increased over the preceding year from 170 to 177. Two schools were discontinued, one failed to open, and ten new schools were established, making a net gain of seven in the number in operation. The number of schools reporting four-year courses increased from 10 to 20; the number reporting three-year courses decreased from 69 to 63; and the number reporting two-year courses increased from 91 to 94. There were ten counties in which no public high schools were in operation, namely, Brunswick, Chowan, Dare, Graham, New Hanover, Pasquotank, Perquimans, Tyrrell, Yancey, and Watauga. (Public high schools are now in operation in three of these counties, Brunswick, Tyrrell, and Yancey.

ENROLLMENT AND ATTENDANCE

The enrollment this year increased from 5,775 to 6,514, and the average daily attendance from 4,145 to 4,716. The increase in enrollment over the preceding year was 739, or 12.8 per cent., and the increase in attendance was 561, or 13.5 per cent. The number of students enrolled from outside the local districts was 1,914; the number of boarding students enrolled was 1,334; and the number of teachers enrolled was 315.

TEACHING FORCE

The number of teachers was increased from 259 to 273, and, as has been the case for the past two years, there was urgent need for more assistant teachers in many of the more prosperous schools. Inadequate funds made it impossible to meet this need in too many cases.

Most of the teachers are graduates of our better colleges and universities, and practically all of those who are not graduates are college trained. It is true that many who enter the work are fresh from college and without practical

experience in the school room. Every effort is made to assist such teachers through conferences with the State Superintendent of Public Instruction and the State Inspector of High Schools, by visitation and correspondence, and through literature sent out from both the State Department of Public Instruction and from the University.

RECEIPTS AND EXPENDITURES

The total receipts this year increased from \$138,631.77 to \$147,191.65, and the total expenditures increased from \$127,054.88 to \$137,666.58, making a net increase of \$8,459.88 in receipts and \$10,611.70 in expenditures.

The average salary paid the high school principal was increased from \$665.93 to \$682.72. There were 12 principals who received \$1,000 or more, and 24 who received less than \$500. These figures do not include the salaries of principals of six graded schools that receive pupils on a tuition basis. The total expenditures for principals' salaries increased from \$109,878.52 to \$118,150.97.

The average amount expended per student enrolled was \$21.13; the average cost per student in daily attendance was \$29.25.

LENGTH OF TERM

The average length of term was exactly as that for the preceding year, 30 2-5 weeks.

IMPROVEMENT IN EQUIPMENT AND ENVIRONMENT

A number of new high school buildings have been erected during the year, and continued improvement has been made in the general surroundings of many of the schools. Several schools have secured dormitories, and many have made advancement in other directions.

BETTER INTERNAL ORGANIZATION

A persistent effort has been made to get the schools better organized internally, and some progress has been made in this direction. Much has been accomplished toward this end through the high school literature, and especially through the conferences with the principals held at Winston, Edenton, Wilmington, Asheville, and Statesville.

THE EDUCATIONAL DEVELOPMENT OF COLUMBUS COUNTY.

F. T. WOOTEN, SUPERINTENDENT OF PUBLIC INSTRUCTION
FOR COLUMBUS COUNTY

ANTE-BELLUM CONDITIONS

In writing about the educational development of Columbus County we deem it wise to say something of conditions as they existed before and after the Civil War. Previous to 1861 our people never thought of educating their children in any other than private schools. Whiteville and Fair Bluff usually had good schools—at times surpassingly good.

In some rural sections where the people were able, competent teachers were employed and excellent results were secured. In North Whiteville township near Western Prong church was a school that to-day would reflect credit upon any rural community. In this school not only the work of the grammar grades was completed, but students were prepared for college. Here such men as Gen. Thos. F. Toon, Capt. John D. Currie, and Maj. Thos. J. Wooten received their academic training. During these days our people believed in education and were progressive and as patriotic as ever the world had. They lived for, and if necessary, were ready to die in defence of their homes and their country. In their day North Carolina was among the most intelligent and progressive states. In 1861 a dark war cloud covered our beloved land. Our brave fathers and brothers left their homes, their farms, their schools, their business whatever it might be and went forth to fight for that which was dearer to them than life. For four long years they remained on the battle-field. We all know what was the outcome of this terrible conflict.

This fair country which only a few years before was a land of happiness and plenty now became a land of poverty and distress. As another has so well said, "After four years absence from any industrial pursuit, with fondly cherished hopes all blighted, plans frustrated, fortunes swept away,

and avenues of business all closed, they returned to their desolated homes. Alas! in many instances blackened ruins marked the spot of their once happy homes, and there were loved ones to tell tales of outrage and wrong which men of Anglo-Saxon blood have not been wont to hear unmoved."

THE RECONSTRUCTION PERIOD

Then followed the dark days of reconstruction, a blot upon our history, at which every true American should blush. These days were enough to discourage the most ambitious, the most determined, the most hopeful, but the brave boys who were spared to return to their desolated homes did not sit idly down to gather up the ashes of blasted hopes and ruined fortunes, but they took off their coats and "went to work in the corn, cotton, tobacco and wheat fields, in the offices, stores, foundries and factories; on the railways, in the mines and in every place where honest toil can earn a support."

Much has been written about our material and educational development and certain it is that we have much, very much to be thankful for along these lines, for we know that large sections of our once desolated Southern soil are beginning to "bloom and blossom as the rose." But in the days of our rejoicing and boasting let us not forget that this prosperity has not been brought about by us alone. To the noble men and women, who, by pluck, energy, skill, and patient industry did so much to redeem this fair Southland from the humiliating condition into which it had fallen, we owe credit and gratitude. On their return from the Civil War they found the ashes of blasted hopes and ruined fortunes. Property values had gone down, business avenues were all closed, and schools were almost a thing of the past.

PROGRESS FROM 1892 TO 1902

In 1892 the total school fund of Columbus County was \$7,441.17 or 90 cents per child of school age. At that time the public school property of the county was practically

worthless. In 1902, ten years later, the total county fund was \$10,875.49 or \$1.60 per child of school age, and the school property of the whites was valued by the census takers at \$8,480; for the colored it was valued at \$2,671. In 1892 the average school term could not have been more than two months at \$30 per month, as the average amount each district received was \$60. In 1902 the average amount apportioned to each district was \$76, which would give an average term of two and one-half months. By this time three districts, Nos. 1, 2, and 3 Chadbourn Township, had voted a special school tax and consequently were getting longer terms. The town of Whiteville levied 10 and 30 cents for school purposes and this helped the people there to have a longer school term.

PROGRESS FROM 1902 TO 1912: A RENAISSANCE

The total school tax funds, January, 1902, amounted to about \$1,200. This added to the \$10,875 which came from the county fund, made a grand total of \$12,075 from all sources. For January 1912 the county school fund will be \$31,000. The local tax funds will be \$19,500. This added to \$31,000 will make \$50,500 or \$5.45 per child of school age the county will spend this year for the education of its children.

We now have 36 local tax districts and in these 36 districts the average school term is six and one-half months, or 130 days. The average term for the entire county for the school year ending June 30, 1912 will be five months. The average salary paid the teachers of the local tax districts for the same year is \$49 per month. The average salary paid the white teachers of the entire county is \$42. In 1902 13 per cent. or 656 white children between the ages of six and twenty-one were illiterate. This has been reduced to 4 2-5 per cent. Since January, 1903, the county has built 45 new school houses at a cost of \$62,000.00. During the same time 42 rural libraries have been established. In these libraries are more than 4,000 books. In several of the local tax schools

high school work is done and pupils are prepared for college.

At Chadbourn and Whiteville are two State High Schools, and we venture to say that the State has no schools better than these. In 1902 there was not a public school in the county that had patent desks. At this writing 58 of the 88 districts are furnished with patent seats. In a large majority of cases the districts have raised their part of the money to pay for these desks without using their school funds. Since January, 1911, the county has spent \$20,000 for building and furnishing school houses. This beats all past records. The cash value of the school property of the whole county is now above \$80,000. While we have cause to rejoice over the progress that has been made, yet we must remember that our task is scarcely begun. We have made a good start but our work is not done. We must never give up the struggle until a good school is put within reach of every child.

SUMMER SCHOOL FOR TEACHERS**June 11-July 20, 1912.**

The University Summer School for Teachers will open on Tuesday, June 11th, and continue in session for a term of six weeks, closing on Saturday, July 20th.

A strong Faculty of Specialists and successful Teachers chosen because of their recognized ability and their especial fitness.

Courses will be offered in Primary School Methods, the Common School Branches, Arithmetic, Algebra, Geometry, Secondary Education, Educational Psychology, School Administration, English Grammar, Composition and Literature, History, Physics, Chemistry, Botany, Agriculture, Geography, Forestry, Latin, French, German, Drawing, and Library Administration. Special courses to meet the needs of all classes of Teachers.

No tuition fees charged teachers of the State or those preparing to become teachers. A nominal registration fee of three dollars admits to all courses. The University Library and Laboratories open to students of the Summer School without additional cost.

Board at Commons Hall and Lodging in the College Dormitories furnished at actual cost.

The earnest teacher or student who wishes to spend a part of the summer in quiet, intensive study, under competent instructors, will find here excellent opportunity.

A bulletin containing detailed information as to courses of study, instructors, expenses, etc., will be ready early in March. This will be sent, upon application, to anyone interested.

For further information, address

N. W. WALKER,
Director of the Summer School,
Chapel Hill, N. C.

NOTES AND COMMENTS.

N. W. W.

FIRST NUMBER OF BULLETIN WANTED

Readers of the BULLETIN having duplicate copies of Vol. 1, No. 1, which they do not care to keep, will, by sending them to the Editor, confer a favor which will be appreciated. We are still receiving numerous requests for this number, mainly from libraries and others wishing to complete their files.

**NEW TWENTY-ONE THOUSAND DOLLAR SCHOOL
BUILDING FOR SCOTLAND NECK**

"The most interesting event to the people of this town [Scotland Neck] and community for many months was the opening of the graded school in the new school building yesterday [October 30th]. The session opened two months later than usual because the new school building was not ready for use before yesterday.

"In 1903 the old Vine Hall Academy school building was remodeled for graded school use and in it the school was conducted until last March, when it was destroyed by fire. Immediately the citizens of the town came together in a mass-meeting to consider plans whereby money might be secured with which to erect a new school building. The insurance realized on the old building and furniture amounted to \$6,000. In the election in 1903 the amount of bonds authorized for the building and equipping of the graded school was \$10,000, only \$7,000 of which were sold, leaving \$3,000 of the original bond issue, which has been used in the building of the new school.

"In addition to the \$9,000 thus realized from insurance and unsold original bonds, citizens of the town signed individual notes of credit to the amount of \$12,000, which notes have been used as collateral to secure a loan of that amount making the amount \$21,000 available for the school.

"With this amount the trustees have wrought wisely and builded well. The new school building, situated on the site of the old one, is a credit to the town and will prove an enduring monument to the energy of the promoters and the educational spirit of the community.

"It is proposed, by an act of the next General Assembly, to call an election in the town for the issuance of bonds to cover the \$12,000 loan which has been secured for the school, and there is not the slightest doubt in the minds of anyone that the election for such a bond issue will carry without opposition.

"The new school building is one of great beauty. It is built of the very best material and is equipped with the most modern conveniences altogether.

"Mr. John C. Stout, of Rocky Mount, was the architect, and J. J. Stroud, of Washington, N. C., was contractor. Special care was taken to have the building planned after the very best and most up-to-date models, and the workmanship has been executed with particular exactness and precision. The building 120 feet long by 100 feet wide and contains ten grade rooms, music rooms, library, superintendent's office, teachers' lounging parlor, cloak rooms, and all other up-to-date conveniences for a school building. The auditorium is large and convenient and well lighted.

"Every grade room is equipped with the best modern desks for pupils and teachers. The auditorium is handsomely fitted up with opera chairs, footlights, etc. All the rooms are well equipped with ample radiators for steam heat and every room is also well-equipped with electric lights, and the building has a splendid plan of waterworks. Altogether it is one of the handsomest, best appointed, and most thoroughly equipped school buildings in the county.

"Scotland Neck is justly proud to have such an institution, and the community feels greatly indebted to the enterprising trustees for the very handsome and splendidly equipped school building.

"Superintendent J. B. Aiken has been untiring in his efforts to promote every interest of the new school and was joyously happy yesterday morning, when he enrolled 244 pupils at the opening hour."—From the *Charlotte Daily Observer* of Nov. 1, 1911.

CRESWELL ACADEMY PURCHASED

Principal M. P. Jennings, of the Creswell Public High School, writes: "At the July meeting of the County Board of Education of Washington County the trustees of the Creswell High School made arrangements for the purchase of the private building (old Creswell Academy) used for several years. The price paid was twelve hundred dollars. The trustees have just put in furniture of the latest and most approved style; they are planning to build an ell on the rear of the building, thus making three good recitation rooms on the first floor with a good sized auditorium on the second floor; they have painted the building and put it in good, comfortable, and attractive condition."

MR. AUSTIN'S WORK IN SCIENCE

The central thought running through all the science courses at the East Carolina Teachers' Training School is embodied in the big question which every class is endeavoring to find an answer to, namely: "How can I live a healthier, happier, and more efficient life and teach others to do the same?"

HON. JOHN C. SCARBOROUGH BACK IN HARNESS

Hon. John C. Scarborough, Ex-State Superintendent of Public Instruction, has been chosen Superintendent of Schools in Hertford County, succeeding Mr. T. E. Browne, who in October took up the Farm Demonstration work for Eastern Carolina.

MR. B. G. CRISP AS SUPERINTENDENT IN DARE

In October Mr. B. G. Crisp became Superintendent of Schools for Dare County, succeeding Mr. A. W. Price, resigned. Mr. Crisp served as County Superintendent for Dare some years ago, and the work is not new to him.

MR. TEAGUE ENTERS PUBLIC SCHOOL WORK

At the end of the fall term Mr. D. B. Teague resigned as principal of Raeford Institute and has entered the public school work at Forestville in Wake County.

TWO NEW BOOKS BY NORTH CAROLINIANS

Two philosophical books by North Carolina educators now in other states will be published in the near future. *Free Will*, by Dr. Herman Harrell Horne, of New York University, is to be published soon by the Macmillan Company; and *High School Education*, by Dr. Charles Hughes Johnston, Dean of the School of Education, University of Kansas, is to be published in February by Chas. Scribner's Sons.

BUILDING DELAYED AT SOUTH MILLS

Owing to the unfortunate wording of the special act authorizing a bond issue for the erection of a public high school building at South Mills, Camden County, followed by a recent adverse decision of the Supreme Court, after a bond issue had been voted and the contract let, work has been indefinitely postponed, possibly until another election can be called. The special act provided for a bond issue for "white schools," and the Supreme Court has recently ruled that the act is unconstitutional.

BALD CREEK ACADEMY BECOMES A PUBLIC HIGH SCHOOL

Bald Creek Academy, in Yancey County, was recently donated by the trustees to the County Board of Education to be used for public high school purposes. The property do-

nated is worth about \$2,500. It was formerly a Methodist school. The church and the trustees, finding it impracticable to operate a denomination school at this point, very generously and very wisely offered to donate the property to the County Board of Education to be used as a public high school for all the children of Yancey County. No little significance attaches to their patriotic action. The Bald Creek Public High School opened in the fall under the principalship of Mr. John F. Edwards. It is now in a prosperous condition and promises to become a flourishing institution.

A WORD ABOUT HIGH SCHOOL CATALOGUES

The number of public high schools issuing catalogues and announcements is rapidly increasing. Perhaps half of the schools will issue such publications before the beginning of another term. State Superintendent Joyner urges them all to do so. A suggestion or two regarding these publications may not be inappropriate.

(1) It would be well to give a brief history of the school; to state its aims, purposes, and advantages; to give an outline of the course of study actually followed, naming the textbooks for the several grades; to state the rules and regulations of both the local committee and the County Board of Education under which the school is governed; to mention briefly the boarding facilities, giving price of board, etc.; and to give such other information as may be thought helpful or needful. It would also be well to publish a good cut of the school building or of the dormitory or of both. In making these statements no spread-eagle display should be indulged in. Only facts should be given, and they should be stated simply, clearly, and concisely.

(2) All the information called for in the FINAL REPORT which the Principal makes to the State Superintendent of Public Instruction should be published, as this will insure its preservation as well as give it more general circulation among those interested in the school.

(3) In the list of the pupils enrolled those of the elementary school and those of the high school should be given separately, and those in the high school ought to be arranged by years or classes.

(4) Finally, the work should be done by a good printer. To send out a shoddy piece of work printed on poor paper and full of typographical errors may work an injury to the school and the cause it is intended to help. Nobody but your critics will pay any attention to such a piece of work. Besides, a very good job costs but little more than a very poor one, and it is this very little difference that yields the largest returns.

HIGH SCHOOL DEVELOPMENT IN THE SOUTH

Dr. Eliot has said that the recent high school development in the Southern States is the most significant educational movement of the times. The following paragraph taken from a recent Associated Press report regarding the work of the General Education Board summarizes briefly the progress that has been made in a material way during the past five years:

"Since the beginning of this work five years ago, 912 new public high schools have been established in the Southern States, 824 teachers have been added to the schools that were already in existence, 656 new public high school buildings have been constructed at a cost of \$9,000,000 and the fund for the annual support of the high schools has been increased by \$1,688,894."

TWO VALUABLE BULLETINS

Two valuable bulletins recently issued by the U. S. Bureau of Education are *Mathematics in the Elementary Schools of the United States* (Bulletin, 1911, No. 13. Whole Number 460) and *Mathematics in the Public and Private Secondary Schools of the United States* (Bulletin, 1911, No. 16. Whole Number 463). These are the American Reports of

the International Commission on the Teaching of Mathematics. They are brimming full of valuable information and helpful suggestions. Every high school principal and every teacher of mathematics should give them a careful examination. They may be had free of cost upon application to the Bureau of Education.

SEABOARD HAS A NEW PUBLIC HIGH SCHOOL BUILDING

Seaboard Public High School in Northampton County has recently occupied a new \$6,000 building. This building stands as a monument to the energy and perseverance of the principal, Mr. J. R. Ware. When he began agitation for a decent building his task seemed hopeless. His achievement proves anew the old adage, Where there's a will there's a

SUPERINTENDENT CARMICHAEL RESIGNS

Superintendent W. D. Carmichael of the Durham City schools recently resigned to accept a position with the Liggett-Myers Tobacco Company. During the six years he was at the head of the Durham schools Mr. Carmichael proved himself to be one of the ablest city superintendents the State has produced. His going is a genuine regret to the teaching profession of the State over.

Mr. Carmichael has been succeeded as superintendent by Mr. Ernest J. Green, formerly principal of the Durham City High School.

MR. WOOTEN'S WORK IN COLUMBUS COUNTY

In his interesting paper on the recent educational development of Columbus County Mr. Wooten does not state that the remarkable progress indicated has taken place during his superindency. Mr. Wooten has been superintendent of schools in Columbus since 1903, and those of us who know him and his great work know that he himself has been the leading spirit in the educational awakening of his county.

Afire with educational zeal himself, he has been the leader and inspirer of his people, and they have not remained unresponsive to his appeals. The following summary taken from Mr. Wooten's paper tells a graphic story:

	1902	1912
Number local tax districts.....	3	36
Funds derived from local tax....	\$1,200.00	\$19,500.00
Amt. derived from county tax...	\$10,875.00	\$31,000.00
Total school fund for county....	\$12,075.00	\$50,500.00
Per capita for each school child..	\$1.69	\$5.75
Value of school property.....	\$11,151.00	\$80,000.00
Average length of term (in mos.)	2½	5
Term in local tax districts.....	?	6½
Percentage of illiteracy.....	13%	4 2-5%
New school houses built since 1902.....		45
Cost of new school houses since 1902.....		\$62,000.00
Rural libraries established since 1902.....		42
Number of books in rural libraries.....		4,000
Spent for building and equipping new school houses during 1911		\$20,000.00

THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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VOL. III.

FIFTY CENTS A YEAR.

NO. 2.

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In addition to this growth and improvement in the elementary part of our school system during this decade there has been added the framework at least of the second story of our public educational structure, by making a reasonable provision for secondary education in a system of State and county rural public high schools. These are necessary to furnish a stimulus and incentive to the elementary schools and a connecting link with the colleges, the university, and normal schools. It would not have been wise or economical to have spent all of our money for public education upon the elementary schools before making some proportionate provision for secondary and collegiate education for preparation for leadership, and for the elevation of the average of intelligence of citizenship above the low level of mere elementary instruction.

In a democracy it is nothing short of a crime to shut in the face of any generation of children the door of hope for equality of opportunity for higher as well as elementary education. Had we waited to complete and perfect the elementary part of our system before beginning, at least, the secondary and collegiate parts of the system, we would have wronged a whole generation of children, we would have been guilty of educational shortsightedness and folly such as no progressive State or country has been guilty of in modern times; we would have doomed a whole generation to a low level of intelligence and citizenship.—DR. J. Y. JOYNER.

APRIL, 1912.

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin.

VOL. III.

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NO. 2

EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS OF SUPERINTENDENTS

R. H. LATHAM

Superintendent of the Winston City Schools

The duties of a superintendent are administrative and supervisory. Both are of importance, and the superintendent who is lacking in either quality finds himself seriously handicapped. But superintendents who are equally good as administrators and as supervisors are rare. In selecting a superintendent, a city, if it gave any thought to the matter at all, would usually have to decide which qualities it needs more, the administrative or the supervisory. Without stopping, however, to discuss the relative importance of these two essentials, let us come at once to a consideration of the educational and professional qualifications of a superintendent. In the discussion we shall have in mind the superintendent as a supervisor rather than as an administrator.

Every superintendent should first of all be a trained teacher. He would find it difficult to supervise work he cannot do himself. The superintendent has no more important duty than that of supervising teaching. In North Carolina, if nowhere else, a large majority of the teachers in the elementary schools, perhaps in the high schools also, are untrained when they enter upon the work of teaching. It would be essential for the superintendent to be an expert teacher if such were not the case, but the demand is the more imperative when we realize the small educational and professional equipment of the average public school teacher.

What is necessary to the making of a trained teacher? The answer to this question will help us answer our first question. It will be noticed that I am assuming that teachers are *made* not born.

He who would succeed as a teacher must be of good native ability, and added to this must be professional training resting upon a foundation of exact and sufficient scholarship. To express this in terms familiar to all, I believe that every

applicant for license to teach in the elementary schools of North Carolina, or any other state, should be required to show that he is a graduate of a four-year high school (based on a seven-year elementary school) or its equivalent, and has had in addition not less than two years of professional training. An applicant for license to teach in a secondary school should possess in addition to the above requirement a collegiate education. When the applicant has shown that he possesses these minimum qualifications he should be admitted to an examination made out by a properly qualified board of examiners. There should be one, and only one, such board in each state. A license from this board should be valid anywhere in the state. Local authorities may impose any other conditions they see fit, but they should by law be forbidden from selecting a teacher outside of the board of examiners' eligible list. This plan would give teachers a standing and a dignity which they do not now possess.

At the risk of being tiresome, I wish to insert here parts of the *Report of the Committee of Fifteen* on Elementary Education, and of the *Report of the Committee of Seventeen* on the Professional Preparation of High School Teachers. My apology for doing so is the hope that some teacher who has not had access to those reports may be tempted for local reasons to read this paper.

REPORT OF THE SUB-COMMITTEE ON THE TRAINING OF TEACHERS

"This report treats of the training of elementary and secondary teachers, considering first that training which should precede teaching in elementary schools. By elementary schools is meant the primary and grammar departments of graded schools, and ungraded or rural schools.

"That teachers are 'born, not made,' has been so fully the world's thought until the present century that a study of subjects without any study of principles or methods of teaching has been deemed quite sufficient. Modern educational thought and modern practice, in all sections where excellent schools are found, confirm the belief that there is a profound philosophy on which educational methods are based, and that careful study of this philosophy and its application under

expert guidance are essential to making fit the man born to teach.

CONDITIONS FOR PROFESSIONAL TRAINING—AGE AND
ATTAINMENTS

“ It is a widely prevalent doctrine, to which the customs of our best schools conform, that teachers of elementary schools should have a secondary or high-school education, and that teachers of high schools should have a collegiate education. Your committee believes that these are the minimum acquirements that can generally be accepted, that the scholarship, culture, and power gained by four years of study in advance of the pupils are not too much to be rightfully demanded, and that as a rule no one ought to become a teacher who has not the age and attainments presupposed in the possessor of a high school diploma. There are differences in high schools, it is true, and a high school diploma is not a fixed standard of attainment; but in these United States it is one of the most definite and uniform standards that we possess, and varies less than college degrees vary or than elementary schools and local standards of culture vary.

“ It is, of course, implied in the foregoing remarks that the high school from which the candidate comes is known to be a reputable school, and that its diploma is proof of the completion of a good four-years’ course in a creditable manner. If these conditions do not exist, careful examination is the only recourse.

“ If this condition, high-school graduation or proof by examination of equivalent scholarship, be accepted, the questions of the age and attainment to be reached before entering upon professional study and training are already settled. But if a more definite statement be desired, then it may be said that the candidate for admission to a normal or training school should be eighteen years of age and should have studied English, mathematics, and science to the extent usually pursued in the high schools, should be able to write readily, correctly, and methodically upon topics within the teacher’s necessary range of thought and conversation, and should have studied, for two or more years, at least one language beside English. Skill in music and drawing is desirable; particularly, ability to sketch readily and effectively.

TRAINING SCHOOLS

“The training of teachers may be done in normal schools, normal classes in academies and high schools, and in city training schools. To all these the general term ‘training schools’ will be applied. Those instructed in these schools will be called pupils while engaged in professional study, and pupil-teachers or teachers-in-training while in practice-teaching preparatory to graduation. Teachers whose work is to be observed by pupil-teachers will be called model-teachers; teachers in charge of pupil-teachers during their practice work will be called critic-teachers. In some institutions model-teachers and critic-teachers are the same persons. The studies usually pursued in academies and high schools will be termed academic, and those post-academic studies to be pursued before or during practice-teaching as a preparation therefor will be termed professional.

ACADEMIC STUDIES

“Whether academic studies have any legitimate place in a normal or training school is a question much debated. It cannot be supposed that your committee can settle in a paragraph a question upon which many essays have been written, many speeches delivered, and over which much controversy has been waged.

“If training schools are to be distinguished from other secondary schools they must do a work not done in other schools. So far as they teach common branches of study they are doing what other schools are doing, and have small excuse for existence; but it may be granted that methods can practically be taught only as to subject that the study done in professional schools may so treat of the subjects of study, not as objects to be acquired, but as objects to be presented, that their treatment shall be wholly professional.

“One who is to teach a subject needs to know it as a whole made up of related and subordinate parts, and hence must study it by a method that will give this knowledge. It is not necessary to press the argument that many pupils enter normal and training schools with such slight preparation as to require instruction in academic subjects. The college with a preparatory department is, as a rule, an institution of dis-

tinctly lower grade than one without such a department. Academic work in normal schools that is of the nature of preparation for professional work, lowers the standard and perhaps the usefulness of such a school; but academic work done as a means of illustrating or enforcing professional truth has its place in a professional school as in effect a part of the professional work. Professional study differs widely from academic study. In the one, a science is studied in its relation to the studying mind; in the other, in reference to its principles and applications. The aim of one kind of study is power to apply; of the other, power to present. The tendency of the one is to bring the learner into sympathy with the natural world, of the other with the child world. How much broader becomes the teacher who takes both the academic and professional view! He who learns that he may know and he who learns that he may teach are standing in quite different mental attitudes. One works for knowledge of subject-matter; the other that his knowledge may have due organization, that he may bring to consciousness the apperceiving ideas by means of which matter and method may be suitably conjoined.

“How to study is knowledge indispensable to knowing how to teach. The method of teaching can best be illustrated by teaching. The attitude of a pupil in a training school must be that of a learner whose mental stores are expanding, who faces the great world of knowledge with the purpose to survey a portion of it. If we insist upon a sufficient preparation for admission, the question of what studies to pursue and especially the controversy between professional and academic work will be mainly settled.

PROFESSIONAL WORK

“Professional training comprises two parts: (a) The science of teaching, and (b) the art of teaching.

“In the science of teaching are included: (1) Psychology as a basis for principles and methods; (2) Methodology as a guide to instruction; (3) School economy, which adjusts the conditions of the work; and (4) History of education, which gives breadth of view.

“The art of teaching is best gained: (1) by observation of good teaching; (2) by practice-teaching under criticism.

RELATIVE TIME

“The existence and importance of each of these elements in the training of teachers are generally acknowledged. Their order and proportionate treatment give rise to differences of opinion. Some would omit the practice work entirely, launching the young teacher upon independent work directly from her pupilage in theory. Others, and much the greater number, advise some preparation in the form of guided experience before the training be considered complete. These vary greatly in their estimate of the proportionate time to be given to practice during training. The answers to the question ‘What proportion?’ which your committee has received, ranged from one-sixteenth to two-thirds as the proportion of time to be given to practice. The greater number, however, advocate a division of time about equal between theory and practice.

“The normal schools incline to the smallest proportion for practice-teaching; the city training-schools, to the largest. It should be borne in mind, however, that city training-schools are a close continuation usually, of high schools, and that the high-school courses give a more uniform and probably a more adequate preparation than the students entering normal schools have usually had. Their facilities for practice-teaching are much greater than normal schools can secure, and for this reason also practice is made relatively more important. As to the relative merits of city training-schools and normal schools, your committee does not desire to express an opinion; the conditions of education demand the existence of both, and both are necessities of educational advancement. It is important to add, however, that in the judgment of your committee not less than half of the time spent under training by the apprentice-teacher should be given to observation and practice, and that this practice in its conditions should be as similar as possible to the work she will later be required to do independently.

SCIENCE OF TEACHING—PSYCHOLOGY

“The laws of apperception teach that one is ready to apprehend new truth most readily when he has already established a considerable and well-arranged body of ideas thereon.

“Suggestion, observation, and reflection are each most fruitful when a foundation of antecedent knowledge has been provided. Hence your committee recommends that early in their course of study teachers in training assume as true the well-known facts of psychology and the essential principles of education, and make their later study and practice in the light of these principles. These principles thus become the norm of educational thought and their truth is continually demonstrated by subsequent experience. From this time theory and practice should proceed together in mutual aid and support.

“Most fundamental and important of the professional studies which ought to be pursued by one intending to teach is psychology. This study should be pursued at two periods of the training-school course, the beginning and the end, and its principles should be appealed to daily when not formally studied. The method of study should be both deductive and inductive. The terminology should be early learned from a suitable text-book, and significance given to the terms by introspection, observation, and analysis. Power of introspection should be gained, guidance in observation should be given, and confirmation of psychological principles should be sought on every hand. The habit of thinking analytically and psychologically should be formed by every teacher. At the close of the course a more profound and more completely inductive study of physiological psychology should be encouraged or created.

STUDY OF CHILDREN

“Modern educational thought emphasizes the opinion that the child, not the subject of study, is the guide to the teacher's efforts. To know the child is of paramount importance. How to know the child must be an important item of instruction to the teacher in training. The child must be studied as to his physical, mental, and moral condition. Is he in good health? Are his senses of sight and hearing normal, or in what degree abnormal? What is his temperament? Which of his faculties seem weak or dormant? Is he eye-minded? What are his powers of attention? What are his likes and dislikes? How far is his moral nature developed, and what

are its tendencies? By what tests can the degree of differences between bright and dull children be estimated?

"To study effectively and observingly these and similar questions respecting children, is a high art. No common sense power of discerning human nature is sufficient; though common sense and sympathy go a long way in such study. Weighing, measuring, elaborate investigation, requiring apparatus and laboratory methods, are for experts, not teachers in training. Above all, it must ever be remembered that the child is to be studied as a personality and not as an object to be weighed or analyzed.

METHODOLOGY

"A part of the work under this head must be a study of the mental and moral effects of different methods of teaching and examination, the relative value of individual and class instruction at different periods of school life and in the study of different branches. The art of questioning is to be studied in its foundation principles and by the illustration of the best examples. Some review of the branches which are to be taught may be made, making the teacher's knowledge of them ready and distinct as to the relations of the several parts of the subject to one another and of the whole to kindred subjects. These and many such subjects should be discussed in the class in pedagogy, investigation should be begun, and the lines on which it can be followed should be distinctly laid down.

"The laws of psychology, or the capabilities and methods of mind-activity, are themselves the fundamental laws of teaching, which is the act of exciting normal and profitable mind-action. Beyond these fundamental laws, the principles of education are to be derived inductively. These inductions when brought to test will be found to be rational inferences from psychological laws and thus founded upon and explained by them.

SCHOOL ECONOMY

"School economy, though a factor of great importance in the teacher's training, can be best studied by the teacher of some maturity and experience, and is of more value in the equipment of secondary than of elementary teachers. Only

its outlines and fundamental principles should be studied in the ordinary training-school.

HISTORY OF EDUCATION

“Breadth of mind consists in the power to view facts and opinions from the standpoints of others. It is this truth which makes the study of history in a full, appreciative way so influential in giving mental breadth. This general advantage the history of education has in still larger degree, because our interest in the views and experiences of those engaged like us in training the young, enables us to enter more fully into their thoughts and purposes than we could into those of the warrior or ruler. From the efforts of the man we imagine his surroundings, which we contrast with our own. To the abstract element of theoretical truth is added the warm human interest we feel in the hero, the generous partisan of truth. The history of education is particularly full of examples of noble purpose, advanced thought, and moral heroism. It is inspiring to fill our minds with these human ideals. We read in the success of the unpractical Pestalozzi the award made to self-sacrifice, sympathy, and enthusiasm expended in giving application to a vital truth.

“But with enthusiasm for ideals history gives us caution, warns us against the moving of the pendulum, and gives us points of departure from which to measure progress. It gives us courage to attack difficult problems. It shows which the abiding problems are—those that can be solved only by waiting, and not tossed aside by a supreme effort. It shows us the progress of the race, the changing ideals of the perfect man, and the means by which men have sought to realize these ideals. We can from its study better answer the question, ‘What is education, what may it accomplish, and how may its ideals be realized?’ It gives the evolution of the present and explains anomalies in our work. And yet the history of education is not a subject to be treated extensively in a training school. All but the outlines may better be reserved for later professional reading.

TRAINING IN TEACHING.

“Training to teach requires (1) schools for observation, and (2) schools for practice.

“Of necessity, these schools must be separate in purpose and in organization. A practice school cannot be a model school. The pupil-teachers should have the opportunity to observe the best models of the teaching art; and the manner, methods, and devices of the model-teacher should be noted, discussed, and referred to the foundation principles on which they rest. Allowable modifications of this observed work may be suggested by the pupil-teacher and approved by the teacher in charge.

“ There should be selected certain of the best teachers in regular school work whom the pupil-teachers may be sent to observe. The pupil-teachers should take no part in the school work nor cause any change therein. They should, however, be told in advance by the teacher what purpose she seeks to accomplish. This excites expectation and brings into consciousness the apperceiving ideas by which the suggestions of the exercise, as they develop, may be seized and assimilated.

“At first these visits should be made in company with their teacher of methods, and the work of a single class in **one** subject should be first observed. After such visits the teacher of methods in the given subject should discuss with the pupil-teachers the work observed. The pupil-teachers should first describe the work they have seen and specify the excellencies noted, and tell why these things are commendable and upon what laws of teaching they are based. Next the pupil-teachers should question the teacher of methods as to the cause, purpose, or influence of things noted, and matters of doubtful propriety—if there be such—should be considered. Then the teacher in turn should question her pupil-teachers as to matters that seem to have escaped their notice, as to the motive of the model-teacher, as to the reason for the order of treatment, or form of question, wherein lay the merit of her method, the secret of her power. When pupil-teachers have made such observations several times, with several teachers and in several subjects, the broader investigation may be made as to the organization of one of the model rooms, its daily programme of recitations and of study, the methods of discipline, the relations between pupils and teacher, the ‘school spirit,’ the school movements, and

class progress. This work should be done before teaching groups or classes of pupils is attempted, and should form an occasional exercise during the period of practice-teaching as a matter of relief and inspiration. If an artist requires the suggestive help of a good example that stirs his own originality, why not a teacher?"

THE REPORT OF THE COMMITTEE OF SEVENTEEN.

The following are the joint recommendations of the Committee of Seventeen on the Professional Preparation of High School Teachers:

"The committee on the preparation of high school teachers recommend:—

- I. That the academic preparation include the following elements:—
 - A. A detailed and specialized study of the subjects to be taught. The program of studies selected by each student should include work in subjects outside of those in which he is making special preparation, sufficient to give some insight into the different fields of knowledge and to avoid the dangers of overspecialization.
 - B. One or more subjects from a group including history, economics, and sociology, which will give the teacher a proper outlook upon the social aspects of education.
 - C. A course in general psychology and at least one from a group of subjects including history of philosophy, logic, and ethics, which will give the teacher a proper outlook upon education as the development of the individual.
- II. That definite study be given to each of the following subjects, either in separate courses or in such combinations as convenience or necessity demands:
 - A. History of education.
 1. History of general education.
 2. History of secondary education.
 - B. Educational psychology with emphasis on adolescence.

- C. The principles of education, including the study of educational aims, values, and processes. Courses in general method are included under this heading.
 - D. Special methods in the secondary school subjects that the student expects to teach.
 - E. Organization and management of schools and school systems.
 - F. School hygiene.
- III. That opportunity for observation and practice teaching with secondary pupils be given.
- The committee recognizes the difficulties involved in this recommendation, but believes that they are not insurmountable. Each of the following plans has proved successful in some instances:—
- A. The maintenance of a school of secondary school grade that may be used for observation and practice.
 - B. Affiliation with public or private high schools so situated geographically that practice teaching can be done without interfering with other work of the college course.
- In addition to the above, the committee suggests that where competent critical supervision is possible, cadet teaching, in schools more remotely situated, may be attempted. In such cases, a teacher's diploma might be granted after a year's successful work as cadet teacher.
- IV. That the minimum requirements for a secondary school teacher be graduation from college maintaining a four-year course and requiring four years' high school work for admission, or from an institution having equivalent requirements for admission and giving equivalent academic scholarship.
- A year of graduate work divided between academic and professional subjects is desirable.
- V. That the study of subjects mentioned under II be distributed through the last two years of the college course.
- The proportional amount of time given to these subjects will vary with local conditions, but an irreducible minimum is one-eighth of the college course.

They should be preceded or accompanied by the subjects mentioned in I, B, C. Recommendations as to the amount of time given to particular courses will be found in several of the accompanying papers."

Our teacher-on-the-way-to-the-superintendency has received his license and is ready to begin the work of the class room. By no means should he jump over this training even if he could. No matter how broad his scholarship and professional training, the man who goes to the superintendency without going by the way of the class-room, has missed that which would have given him a better understanding of both pupil and teacher. Teacher and pupil will know him as the superintendent, but perhaps not as a friend that sympathizes. His advice will be taken, no doubt, but the teacher will somehow feel that the superintendent does not understand. And he does not, he cannot. Some three or four years of teaching either in the grades or in the high school or in both ought to be required by the central board of examiners of an applicant for a superintendent's license, whether in county or city. How the examination of a superintendent should differ from that of a teacher is a matter of detail and is not a subject of discussion here. The point is, that cities or towns or divisions that wish to employ superintendents should be required to select from a list of persons pronounced eligible by a state board of examiners. Of course, local authorities may impose any other qualifications they desire.

In order to find out the practice in this country in the matter of certification of superintendents, I sent to the Superintendent of Public Instruction of each state a letter of inquiry, containing these two questions:

- 1st. What educational and professional qualifications are required of a county superintendent, or the officer corresponding to some similar division, in your state?
- 2nd. Does your state lay down any qualifications for city superintendent? If so, what?

Below are given the replies received to date. A study of these answers will be sufficient to convince the most doubting

that something ought to be done in the way of providing for minimum qualifications of county and city superintendents. The New York State Report of 1895 had this to say: "If it is desirable to insist upon a certain degree of qualification for a school teacher in the humblest district of the State (this proposition has passed beyond the realm of discussion), it would seem that there is no question that the superior officer, clothed by statute with such extended powers as a school commissioner, ought to be a person possessing some fixed qualification for the performance of the duties of his office. The schools of the state will never reach that degree of efficiency which the state has a right to demand, and which is expected from the generous provision made for their support by the people, until this evil is corrected. Some standard of qualification should be insisted upon, and the power of removal in case of the election of a person not possessing these qualifications should be vested in the state superintendent."

If we limit our field to the city superintendent, I believe that some years of experience as a principal either of an elementary school, or of a high school, or both, would be most valuable training for the larger problems of supervision and administration, which will face him when he moves out into superintendency of a system of schools. It may not be uninteresting to read some of the replies made to the Sub-Committee on the Organization of City School Systems (*Report of the Committee of Fifteen*), in answer to the question, "What should be the qualifications of a city superintendent of schools?"

C. W. Bardeen, Editor of the SCHOOL BULLETIN:

He should be a teacher of experience, but not of too long experience, as that is apt to narrow. He should be a man of broad and recognized common sense, a man among men, with nothing of the pedagogue about him, but in bearing and attire and manner able to meet bankers and lawyers and other prominent men as a recognized equal. He should be a man of enthusiasm and earnestness, seeking a place because he wants to make the schools better, and recognizing the office as his great opportunity and life-

work. He should be a gentleman, able to control without austerity or harshness, with genuine native sympathy for both pupils and teachers. There are many other qualifications, but if they were all enumerated his wings would sprout and he would fly. These are the most essential.

Earl Barnes, Professor of Education, Leland Stanford, Jr., University:

In the first place, he should be a well man with a good physique and a strong personality, capable of easily influencing women and children. In the second place, he should be thoroughly versed in the best pedagogic thought of his day. Of course, there are many other things desirable, such as business capacity, general knowledge of economic conditions, and so on and so on.

J. M. Carlisle, State Superintendent of Public Instruction, Texas:

The superintendent should be a man of unquestioned and superior scholarship, extensive professional training, administrative ability, approachability, and good sense.

O. T. Corson, State Commissioner of Common Schools, Ohio:

A superintendent should have a combination of scholarship and business tact. He should have been, prior to his election, a teacher of several years of experience in the different grades of school work, and thus be enabled to act intelligently in his selection of teachers, and to enter into hearty sympathy with them in their many difficulties.

Paul H. Hanus, Assistant Professor of the History and Art of Teaching, Harvard University:

He should be a man of character, refinement, scholarship (he should have a college education, at least), professional training (collegiate or university study

of education), and successful experience as a teacher or supervising officer, or both.

William R. Harper, President of the University of Chicago:

It would be easier to say what he should not be. He should be a man (1) of comprehensive education, liberal and professional; (2) of wide and successful experience in instruction and school management.

F. A. Hill, Secretary of the State Board of Education, Mass:

He should be liberally educated, have a practical interior acquaintance with schools, be tactful, have the qualities of leadership, etc., etc.

B. A. Hinsdale, Professor of the Science and the Art of Teaching, University of Michigan:

If there is a commissioner and council, so that the city superintendent will be relieved of many business matters that sometimes fall to him, I think it very desirable that the superintendent's strength should lie on the pedagogical side rather than on the business side. Still, he must be a man of good business and administrative sense. His great functions I conceive to be pedagogical.

D. L. Kichle, Professor of Pedagogy, University of Minnesota:

Besides his scholastic preparation, he should have a theoretical preparation well tested by experience. He should know men, and be well able to administer educational affairs in the selection of teachers, and in supporting and improving those in the service.

Colonel Francis W. Parker, Principal of the Cook County Normal School:

A man or woman of excellent education; not necessarily a graduate of a college or university. Should have a thorough professional education; a practical

teacher, if possible. If not a teacher, should have a comprehension of the science of education, and know educative work when he or she sees it. The principal function of a superintendent is to select and teach teachers.

Henry R. Pattengill, State Superintendent of Public Instruction, Michigan:

The city superintendent should have a thorough education, be a man of excellent business ability, a man of unusual common sense, possessed of genial manners, and having the power of inspiring and encouraging teachers to do good work.

J. G. Schurman, President of Cornell University:

The most important qualification of a city superintendent is, in my opinion, the capacity to select good teachers. He has, no doubt, other duties, but, however well he fulfills them, the city schools will be a failure unless they have been supplied with good teachers. With good teachers other defects may be overcome.

Charles F. Thwing, President of Western Reserve University:

He should know everything, and be able to do everything pertaining to the public schools.

E. E. White, Columbus, Ohio:

A school superintendent should be a Caesar, a Solomon, and an angel, all in one person! Who can describe his make-up? As a supervisor of instruction, he should be a scholar and an educator, practically acquainted with the science and art of teaching.

Let us sum up the qualifications of a good superintendent: He must have ability as an administrator. He must possess skill in supervision. To be an efficient supervisor, he must be a trained teacher. The applicant for license to teach in the elementary schools should possess as minimum qualifications a certificate of graduation from a four-year high school

or its equivalent, and at least two years of professional training. To teach in the secondary schools the applicant should possess, in addition to the above, a collegiate education. Then he should be required to stand an examination given by a qualified board of examiners, which should be the only teachers' licensing authority in the state. Having passed this examination, and having had not less than three or four years of successful experience as a teacher in the grades, or in the high school, or in both, and perhaps an equal number of years of successful experience as principal of an elementary school, or high school, or both, an applicant for the position of superintendent of a system of schools should be required to pass a superintendent's examination set by the same board of examiners mentioned above. To be content with a lower standard is for us to continue to be despised and rejected of men.

Scholarship and Experience Requirements for Superintendents' Certificates in 47 States.

STATES	COUNTY SUPERINTENDENTS		CITY SUPERINTENDENTS	
	SCHOLARSHIP	EXPERIENCE	SCHOLARSHIP	EXPERIENCE
Alabama	None	None	None	None
Arizona	None	None	First grade certificate	None
Arkansas	First grade Certificate	24 months as teacher	None	None
California	None	None	None, except when required to teach; then must hold certificate of proper grade	.....
Colorado	None	None	None	None
Connecticut	No County Superintendents in the State	.....	None	None
Florida	None	None	None	None
Georgia	First grade Certificate, or Diploma from reputable College or Normal School, or Five years experience in actual school supervision, or An approved examination before State Board of Education	3 years	None	None
Idaho	First grade County Certificate	2 yrs. as teacher	None	None

STATES	COUNTY SUPERINTENDENTS		CITY SUPERINTENDENTS	
	SCHOLARSHIP	EXPERIENCE	SCHOLARSHIP	EXPERIENCE
Illinois	None	None	None	None
Indiana	Three-year State Certificate	2 yrs. as teacher	None	None
Iowa	First grade County Certificate	3 yrs. as teacher	Teacher's certificate	.....
Kansas	Professional first grade or State Certificate; or graduate of an accredited College or Normal School	2 yrs. as teacher	State certificate, or graduate of an accredited Normal school, college or university	.....
Kentucky	State Diploma, or State Certificate, or First grade County Certificate	None	Qualifications required of teachers in their cities, which shall not be less than those by general law.	.....
Louisiana	State examination in Theory and Art of teaching, School Administration, School Supervision	None	None	None
Maine	Union Superintendents: Must file preliminary report showing that candidate has had experience in school administration; or special professional training in school supervision; must then pass examination in History of Education, Maine School Law, School Management, methods of teaching, School administration and Educational Psychology	.....	Similar to that held by Superintendents of Unions	.....
Maryland	None	None	None	None

Massachusetts	Union Superintendents: Must have completed college course or its equivalent, and have at least 2 years experience in teaching or supervision; must then pass examination in School Laws of Mass., School Administration, History of Education, Courses and Methods in Rural Elementary Schools, including Agriculture; Courses and Methods in Small High Schools		None	None
Michigan	Must be graduate of literary department of some reputable college, university or State Normal school, or be holder of a State teacher's certificate, or of an indorsed first grade certificate, or a certificate granted in another State and indorsed by State Board of Education; and must have 12 months experience as a teacher		None	None
Minnesota	None	None	Must be graduate of accredited college or university, or hold a first grade professional certificate obtained by examination	
Mississippi	First grade special license		First grade special license	

STATES	COUNTY SUPERINTENDENTS		CITY SUPERINTENDENTS	
	SCHOLARSHIP	EXPERIENCE	SCHOLARSHIP	EXPERIENCE
Missouri	Shall have taught or supervised schools as his chief work during at least two of the four years next preceding his election or appointment, or shall have spent the two years next preceding his election or appointment as a regular student in a Normal school, college or university, and shall at the time of his election hold a diploma from one of the State Normal schools or teacher's college of the State university, or shall hold a certificate authorizing him to teach in the public schools of Missouri, or shall hold a first grade county certificate authorizing him to teach in the county of which he is superintendent	.....	Teacher's State certificate	.....
Montana	None	None	State certificate of highest grade; or, graduate from some reputable university, college, or normal school.	5 yrs. as teacher
Nebraska	County first grade certificate	1 yr. or 12 weeks normal training	Must pass examination on academic, professional, and special subjects	

Nevada	Deputy Superintendents: Teacher's certificate of high school grade	45 mos. as teacher	None	None
New Hampshire	District Superintendents who have half salary paid by the State must hold a college degree and pass an examination in professional subjects given by State Department	.....	None	None
New Jersey	State Teacher's Certificate	3 years	Same	Same
New Mexico	Second grade certificate	1 yr. as teacher	None	None
New York	District Superintendents: Must be entitled to certificate authorizing him to teach in any public school of the State, and pass an examination in Agricultural courses.	.....	None	None
North Carolina	Liberal education	Practical teacher or 2 yrs. experience	None	None
North Dakota	Second grade professional certificate	9 mos. as teacher	None	None
Ohio	None	None	None	None
Oklahoma	Graduate of some institution of learning, or hold first grade certificate.	None	None	None

STATES	COUNTY SUPERINTENDENTS		CITY SUPERINTENDENTS	
	SCHOLARSHIP	EXPERIENCE	SCHOLARSHIP	EXPERIENCE
Oregon	State certificate	None	Same	Same
Pennsylvania	No person shall be eligible for election or appointment as county, city, district, or assistant county, city, or district superintendent unless he holds either a diploma from a college approved by the College and University Council of the State; or a diploma by a State Normal School of the State; or a teacher's state certificate issued by the state.	.....	.....	.....
Rhode Island	No County Superintendents	.....	Graduate from an approved college or Normal school	For permanent Certificate, 10 yrs. as superintendent
South Carolina	None	None		None
South Dakota	First grade teacher's certificate	6 mos. as teacher	Teacher's certificate	Same
Tennessee	About equivalent of two years high school work	.....	Same	None
Texas	First grade teacher's certificate	None	None	None
Utah	Not less than 5-year State certificate	3 years as teacher	None	None

Vermont	Union Superintendents must hold a 5-year certificate and have taught 50 weeks	None	None	Same
Virginia	Division Superintendents: Must file application setting forth qualifications for position	None	.....	None
Washington	First grade certificate	2 years as teacher	Teacher's certificate	None
West Virginia	First grade teacher's certificate	None	None	None
Wisconsin	First grade teacher's certificate	None	State certificate	None
Wyoming	None	None	First grade professional certificate	

*WHAT SHOULD A STATE HISTORY FOR THE PUBLIC SCHOOLS CONTAIN?

DR. C. ALPHONSO SMITH

Poe Professor of English in the University of Virginia

We are approaching a new era in our educational campaign. The slogan has hitherto been "More Schools;" it will soon be "Better Text-Books in the Hands of the Pupils." We are on the threshold of changes in our courses of study in the public schools hardly dreamed of ten years ago. What we have considered fundamental subjects are going to be readapted to present-day school needs or eliminated altogether.

THE TRADITIONAL STATE HISTORY.

For some time I have been reading State histories, and the conviction has grown upon me that they are an outworn inheritance from England. In the traditional English History the reign of the monarch is the chronological unit, and so in our United States Histories we divide by Presidents and in our State Histories by Governors. The pupil is supposed to memorize both names and dates. Add wars to this list and you have the usual State History. The Governors, in other words, are lined up in single file and the pupil has a word with each as he passes with his teacher down the line from the first to the last. Pauses are made only in the case of wars. Here the gubernatorial stream broadens out into a storm-tossed lake but soon narrows again into the single stream.

Is this history? Will this sort of study ever put the pupil in touch with the great constructive forces that are making and have made every State what it is? The fact is we are living in a democracy but repeating for the school children the formula of a monarchy.

THE REMEDY.

We must democratize our history not by lengthening but by widening and diversifying the record. The traditional

*Outline of an address delivered before the Literary and Historical Association of North Carolina, in Raleigh, November 27, 1911, by Dr. C. Alphonso Smith, Poe Professor of English in the University of Virginia.—*North Carolina Review*, Raleigh, Dec. 3, 1911.

history ends where real history should begin. Fifty pages, it seems to me, are enough for the purely narrative part of any State History. This narrative should deal sparingly with names and dates, but it should present interestingly and lucidly the main events from the founding to the present time. This outline, however, at which most histories stop, should be but the real beginning. The pupil learns through this narrative what has been done; he is now to learn how it was done.

The first part may be considered The Result. The second part is the Interpretation of the Result. In the second part he is to learn the significance of the constructive agencies that have determined and conditioned the present status. It is as if the pupil were shown a majestic building. After seeing its imposing outlines his first question is: "How was it built?"

CONSTRUCTIVE FORCES.

What are these constructive forces? The most important are agriculture, transportation, manufacturing, government, literature, education, religion, and representative leadership. These seem to me the natural and necessary headings of the chapters that should follow the narrative introduction. The length of these chapters and the method of treatment would of course be conditioned on the kind of evolution through which the State had gone. But, however modified, these are the forces which have moulded the past of every American State and in which the American places his confident trust for the future. History must correlate these forces with the past and must interpret them in terms of the present. It must give the pupil such a realization of their significance as will make the preceding narrative of his State's development seem not a meaningless tale but the inevitable result of interacting forces. In the case of North Carolina, the recent unparalleled advance along all of these lines and the concurrent efficiency of the State Historical Commission make this method of treatment a practical necessity. No other treatment can make even approximately plain to the pupil or to the outside reader just what North Carolina is to-

day and why. Let us glance at these forces in the proposed order of treatment.

AGRICULTURE.

No State is making greater comparative progress today in agriculture than North Carolina. Even the boys, the captains of the corn brigades, are enthusiastic. Not only have agricultural methods been improved but the constructive significance of agriculture in the making of a State is being realized as never before. What is needed now is to relate this movement to our past and to put a new conception of agriculture in the home by putting it in the school. The Department of Agriculture sends out bulletins, the good influence of which is limited only by the number of appreciative readers. The time has come to meet these bulletins half way by preparing a body of intelligent readers in advance. Four-fifths of the inhabitants of North Carolina live in the country. Should not the boys and girls from these homes be made to feel that they are a part of the history of the State? Are they made to feel this in the pages of the political histories that have been written?

The chapter on agriculture would not be filled with statistics but it would begin with a brief reference to agriculture as a world influence in civilization and then pass directly to North Carolina. There should be an abundance of illustrations, a discussion of the more epoch-making discoveries and inventions, a clear statement of the nature of the soil and the resultant localization of industries, with a hint of the immense possibilities yet undeveloped. The purpose is not to make professional agriculturists but enlightened citizens. The emphasis, therefore, should be put upon agriculture as conditioning history. The discussion should be broad, interesting, but elemental, the facts being so stated as to furnish a key to the narrative that has preceded.

TRANSPORTATION.

The same general treatment would be followed in the chapter on transportation. It would be well to begin with the good roads movement. Is this not constructive? Is it not making history? Does it not contribute to the exchange of

ideas and to the facilitation of neighborliness as well as to increase of commerce? Or, one might begin with the proposed Atlantic interior passage from New England to Florida and the Gulf of Mexico. Once touch the constructive imagination of the pupil and you have enriched his civic consciousness. We hear much today of the future-minded man. No one doubts his value as a civic asset. But the future-minded man is only the past-minded boy grown up. If the boy is taught to see that the great things all about him are not detached and isolated but rather the product of influences working silently and convergently through the centuries, influences that he can stimulate or retard, he will be the future-minded man of his generation.

A map of the State, showing the old highways yielding place to railroads or being transformed by macadam, showing also the possibilities of new landways and waterways, would give the pupil a glimpse into the future of the State that he could not obtain from the most elaborate political map. Emerson says that he found roads out West that began broad, then narrowed to a squirrel path, and finally took refuge up a tree. But he must have been journeying backwards. These roads probably began in the tree, passed into a squirrel path, widened into a hog path, swelled into a cow path, and graduated into a man path. Road-building does not go backward, and the memory of road-builders should not be allowed to lapse. It was evidently a future-minded man who wrote the inscription on the lone headstone between Hendersonville and Mount Hebron:

*"Here lies Solomon Jones,
The Road-Maker,
A True Patriot.*

*He labored fifty years to leave the world
better than he found it."*

MANUFACTURING.

"As late as 1810," says President D. H. Hill, in his *Young People's History of North Carolina*, "out of fifteen hundred men present at a military drill all but forty were dressed in home-spun." There was at that time not a cotton mill in the

South. The growth of manufactures in the South since 1810, but especially since 1870, is an epic of absorbing interest. Last year alone more than 100,000 people in North Carolina labored in factories, and the value of their products was more than \$150,000,000.

The transition from the spinning wheel and the loom (still seen in remote mountain districts) to the cotton mill, from home-made tobacco to the tobacco factory, and from hand-made furniture to the furniture factory is a transition that has never been adequately treated in our histories. It is a story that is written large over the face of our State but meagerly, if at all, in our school text-books. But a moment's consideration will show that if the study of history in the school room is meant to be an introduction to the constructive agencies that have touched our life at every point, manufactures, whether by hand or machine, cannot be ignored. The boy or girl who can think through the steps that lead from the raw material to the finished product, and who can relate these steps to the general advance in things of the mind, is a historian in the germ. Such a pupil has learned to interpret facts in terms of forces.

GOVERNMENT.

Not till the pupil has learned the simpler interrelations of soil, roads, and machinery will he be prepared to understand the simpler problems of government. It was just this failure to take into consideration the physical aspects of civilization that made John Locke's Grand Model the joke of North Carolina History.

Civics and agriculture, when studied at all in the public schools, are usually studied apart from history. But are they not necessary to the understanding of history? Even if they are studied both before and after the study of State History, they should also be studied along with and as a part of State History. In North Carolina a beginner's course in agriculture is required in the fifth and sixth grades. The History of North Carolina is taught also in the sixth grade, while civil government is put in the seventh grade. This seems to me an admirable arrangement provided the signifi-

cance of agriculture and the significance of good government are made plain in the State History.

As North Carolina is experimenting with the commission form of government for cities the whole subject of civics might well be introduced by calling attention to this new and promising development of the science of self-government. Civics should be taught at least in a human rather than in a formal way so that the pupil may intelligently think himself through the leading offices of State, county and town. There should be a State government, a county government, and a city government, organized from time to time among the pupils. A boy who has played governor, or legislator, or county commissioner, or mayor, or policeman, will have learned that the duties of democratic citizenship need more emphasis than the rights. He will also be enabled to read his State's history with an insight and sympathy impossible before.

LITERATURE.

The history of literature in North Carolina has never been written, but enough is known to warrant the historian in calling attention to our native writers as interpreters and moulders of our history. Two North Carolinians, at least, have touched the intellect and heart of the nation in a unique way. Hinton Rowan Helper's book, "The Impending Crisis" (1857) remains the ablest discussion of the economic weakness of slavery that has yet been written. The tone is bitter but the State cannot afford to omit this man from the roll of its national thinkers. "New England wives," says Helper, "have written the most popular anti-slavery literature of the day. Against this I have nothing to say; it is well enough for women to give the fictions of slavery; men should give the facts." The effect of "The Impending Crisis" on the thought of the nation was hardly less than the effect of "Uncle Tom's Cabin" on the emotions of the nation.

What Helper, of Mocksville, did for the economic argument against slavery, O. Henry, of Greensboro, did for the four millions of New York. The one appealed to the head, the other to the heart. But both appeals were national and the service of both men should be capitalized in our history for future generations.

I have reference, however, chiefly to North Carolina writers who have found their inspiration in their native soil, writers who have celebrated the scenery or perpetuated the traditions of their own State. Such writers are history-makers and history interpreters. "The Old North State," by Gaston, is the best-known State song in America. Its music and words have done more to bind North Carolinians together in a community of interest and idealism than any other single poem in our literature. It is not so famous as Randall's "Maryland, My Maryland," but it is better known as a State song. Indeed it is known only as a State song, being in no way related to an historic event or to an historic cause, except the abiding cause of State loyalty. Superintendent J. Y. Joyner writes: "It is taught to the students of the State Normal and Industrial College and the various normal schools, and sung by them on all occasions. During the ten years I have been State Superintendent of Public Instruction, I do not recall one commencement at the State Normal and Industrial College at which "The Old North State" was not sung as a part of the commencement exercises. The words are printed in every North Carolina Day Program, and sent out to all the public schools for the celebration of North Carolina Day, and the singing of it constitutes a part of the program. The song is printed also in each of the bulletins issued by the county institutes, and during the county institutes the teachers sing it and are urged to have it sung in their schools. It is, as you know, difficult to find an audience in North Carolina that cannot join in the singing of this song on any occasion." I should like to see it memorized in every school in North Carolina and studied as an interpretation of the State spirit at the time when it was written. It is not a final interpretation, but it will stimulate others to attempt a better.

Mrs. Tiernan's "Land of the Sky" (1876) introduced Western North Carolina to the outside world. It did for the region around Asheville a service comparable to that done by Irving's "Rip Van Winkle" and "The Legend of Sleepy Hollow" for the neighborhood of Tarrytown-on-the-Hudson. If Burton Egbert Stevenson, in his "Poems of American History" (1908), finds a place for Seymour W. Whiting's

poem on "Alamance" and William C. Elam's poem on "The Mecklenburg Declaration," ought not the historians of North Carolina to find a place for them? If these and similar poems belong to American history, do they not also belong to North Carolina history? If the pupil learns nothing more from them than that literature has from the beginning been the conservator and the herald of history he will have learned a truth that will minister to him as long as he lives.

EDUCATION AND RELIGION.

These are grouped here for lack of space, and not because they should be grouped in our proposed history. There should be separate maps showing the growth of schools and churches, and a clear statement of their necessary interdependence. The growth and influence of the Young Men's Christian Association should also be outlined as well as the growth and influence of school libraries.

The educational history of the State has already been well written: it needs only to be brought up to date, provided with plentiful pictures, and skilfully adapted to public school use. The purpose is to make clear not only the phenomenal advance of recent years, but the heroisms of early years and the moulding influence of education upon every phase of our State's activities. It is the merest commonplace to say that churches and schools are both measures and determinants of a State's progress. But as common as the saying is I have found no State history that traces these two constructive forces in their beneficent influence upon the State's destinies. If mentioned they are merely mentioned. It is at least the highest praise that can be given the story of our State to say that it cannot be understood by any one who ignores or underrates the primacy of intellect or morality.

REPRESENTATIVE LEADERS.

This chapter should complete and unify all that has gone before. But the leaders chosen should be representative of the constructive forces already mentioned. The makers of North Carolina history have been not only civic leaders in the accepted sense, but farmers, road-builders, manufacturers, educators, writers, and preachers. The influence of

biography on a reader, it must be remembered, is measured not merely by the greatness of the life portrayed but by the similarity of task and environment that the reader is made to feel between himself and the hero. The biography, in other words, must meet the reader half way. It must reveal the same or kindred interests. It must touch his sense of common humanity. When this is done, life is reinvested with life. Longfellow's line, "There is no death, what seems so is transition," receives thus a new meaning. The transition is from the past to the present, from service that has been to service that will be.

To select these representative men, to portray the salient features of their life and work, to relate them properly to the varied activities of the State and to the ideals and interests of the pupils in our schools, is to write history that is not only democratic but dynamic. It is a task calling for disciplined judgment and wide sympathy, but the reward will be greater than the task.

IN CONCLUSION.

History thus written would not fill the pupil's mind with names and figures but it would deepen and diversify his interests. It would enable him to correlate the present with the past, and to summon both to the service of a larger future. His imagination would be enlarged both by retrospect and prospect. He would realize that history is not conservation but interpretation, that it deals with the past only to make it live on into the present and with the present only to garner it for the future.

Above all he would realize that his own honest toil, however humble, was a part of the State's progress, that no one man and no one class of men has made or is making the fabric of statehood, that it is a collective and composite thing on which many brains have pondered and many hands have wrought. And out of this realization there would come that new conception of the State, a conception which has kindled alike the imagination of the poet and the patriotism of the citizen:

*“ God gave all men all earth to love,
But since our hearts are small,
Ordained for each one spot should prove
Beloved over all;
That, as He watched Creation's birth,
So we, in Godlike mood,
May of our love create our earth
And see that it is good.”*

NOTES AND COMMENTS

N. W. W.

Raeford Votes Special School Tax: Raeford Institute to Become a Public High School

The town of Raeford, county seat of Hoke, voted on January 18 a special tax for a graded and public high school. Application will at once be made to the State Board of Education for a public high school to be established next year. Thus Raeford Institute, a private school of secondary grade, which has been operated at this point for a good many years, will at the end of this session be converted into a public high school.

Durham Votes \$50,000 in Bonds

On January 16 the city of Durham voted \$50,000 in bonds for new school buildings.

Greensboro Erecting Better School Buildings

Greensboro recently sold a \$30,000 issue of bonds for a new graded school building to be erected in the first ward. Last year she put up one of the handsomest and best appointed high school buildings to be found in the State. Only a few years ago the old building, in which the meat market was kept, was condemned as unsafe, and forthwith it was taken as a school building, to relieve the crowded condition of some of the schools, and it was so used until last year. But this is past history, and no such thing can happen again in Greensboro.

Five New School Buildings for Charlotte

Before the opening of the next session Charlotte will erect five new public school buildings. Last summer the city voted \$100,000 in school bonds for building purposes. Bonds for other public improvements were voted at the same time. It is a significant fact that the bonds "for schools" were voted by a much larger majority than were those for any other purpose.

Charlotte School Commissioners Win

Following this bond issue, and attendant upon the efforts of the School Commissioners to provide adequate school facilities for the city, has come some interesting litigation. Two cases were taken to the Supreme Court, and both were recently decided in favor of the School Commissioners. The following report is taken from *The Raleigh News and Observer* of February 29:

"There has been a hot fight in Charlotte in regard to the location of a certain school, which has been carried to the Supreme Court, in the case of *Newton v. School Commissioners*. This was decided yesterday in an opinion written by Justice Hoke for the Supreme Court. The action was to secure a restraining order preventing the School Committee from selecting a certain school site for the Graded School District of North Charlotte. It was alleged that the power of ultimate decision as to the school site was vested by law in the Board of Aldermen of the city and not in the School Committee. Justice Hoke states that this was decided in a case brought by the School Committee against the Board of Aldermen, that the School Committee has this right under the law. It was also alleged that if the School Committee have this right, that they have selected a site so unsuitable and and in such flagrant disregard of the rights and interests of the patrons of the school as to render their action illegal and void. The Supreme Court states that the power being vested in the School Committee to select the site, that the courts may not interfere with discretionary powers conferred on these local administrative boards for public welfare unless their action is so clearly unreasonable as to amount to an oppressive and manifest abuse of discretion, and a long line of cases deciding this is given. In some of the opinions decided intimation is given that in so far as the courts are concerned, the action of these administrative boards must stand unless so arbitrary and unreasonable as to indicate malicious or wanton disregard of the rights of persons affected. The plaintiffs, acting no doubt under full belief that their rights and interests have been entirely disregarded, have filed strong affidavits tending to show that another place for a school site

should be selected, and in fact that in the present state and placing of the population there should be two schools maintained. However, strong affidavits have been filed stating that this is the best and most suitable location, and acting under the principles so often laid down, the courts cannot interfere with the discretionary powers of a local body or committee. The restraining order was therefore refused in the lower court and affirmed in the Supreme Court.

"Another case involving the Charlotte School Committee is a suit by it against the Board of Aldermen and Treasurer of Charlotte to compel them to turn over to the School Committee the proceeds from certain bonds which were sold. There was a judgment in the lower court for the School Committee. An appeal was taken to the Supreme Court and the judgment for the School Committee is affirmed, Justice Hoke writing the opinion, that by vote of the people under an act of the Legislature it was decided to issue \$100,000 of bonds; that these bonds have been issued and sold. The Board of Aldermen turned over to the School Committee \$80,000 for the purchase of four sites and refused to turn over the other \$20,000, stating that the proposed site was absolutely unsuitable for school purposes and this suit is to force them to turn over the remaining \$20,000 for this purpose. The charter of Charlotte provides that there shall be a School Committee elected by the people and defining their powers and stating among other things, 'That said Board of School Commissioners shall have exclusive control of the public schools of the city of Charlotte, and shall have full and ample power to purchase sites, to provide necessary school buildings, etc.' The opinion states, 'The Legislature could not have selected language more explicit. There is no ambiguity nor room for construction and applying the principle we are constrained to hold that in giving the Board of School Commissioners "exclusive control of public schools of the city," and conferring upon them "full and ample power" to purchase sites, etc., and "do everything that is necessary and proper to open and conduct" these schools, the Legislature intended what the language means and that the Board of Aldermen are without discretion in the matter.' " The Board

of Aldermen are directed to turn over the remaining \$20,000 to the School Committee."

National School Statistics

According to the statistics recently compiled by the United States Bureau of Education, the income for the public schools increased during the decade 1900-1910, from \$220,000,000 to more than \$400,000,000, or more than 83 per cent. The increase in school population for this decade was 15 per cent. School funds derived from local taxation increased during this period from \$150,000,000 to \$289,000,000. Despite these significant facts, Mr. Fletcher B. Dressler, who compiled the statistics, says there are still some States "which are yet afraid apparently to trust the people with the power to tax themselves for the adequate support of their public schools." "These States," he declares, "are surely out of line with the democratic faith so strikingly shown by the figures quoted."

University's Student Body

"In the current number of *The University Record* Registrar Thomas J. Wilson, Jr.'s, report shows that the student body continues to present about the same statistical features as in recent years. Only 54 come from outside the State, South Carolina and Florida contributing the largest delegations with 11 each, while Virginia and Tennessee each send 8. North Carolina counties sending 10 or more students are these: Alamance, 17; Burke, 11; Cleveland, 12; Craven, 11; Davidson, 12; Durham, 15; Forsyth, 29; Gaston, 10; Guilford, 30; Hyde, 10; Johnston, 22; Mecklenburg, 40; New Hanover, 24; Orange, 33; Pitt, 14; Robeson, 19; Rockingham, 17; Rowan, 16; Sampson, 10; Surry, 12; Union, 16; Wake, 22; Wayne, 22; Wilson, 14. The State's most populous county thus leads the list; no students have been sent this year from the counties of Brunswick, Clay, Dare, Gates, Graham, Greene, Mitchell, Polk, and Tyrrell. Distributed by Churches: Methodists, 235; Baptists, 188; Presbyterians, 150; Episcopalians, 113; Christians, 22; Lutherans, 11; Moravians, 11; Roman Catholics, 8; Hebrews, 8; Friends, 4; German Reformed, 2; Gregorian, 1; Disciple, 1;

Adventist, 1; Apostolic Holiness, 1; Daniel's Reformed, 1. According to occupation of the fathers: Farming, 255; merchandising, 126; law, 65; medicine, 52; manufacturing, 42; ministry, 33; teaching, 23; public service, 18; real estate, 16; mechanics, 15; railway service, 14; lumber, 13; banking, 13; traveling, 11; engineering, 10; and so on down the list to photography, which sends but 1.

"We doubt whether any other State has an institution of learning so thoroughly representative of its whole people. Before the War Between the States a very large proportion of the students came from other Southern States, but since then these States have built up more or less creditable institutions of their own, and the service rendered has come to be on an intensive scale."—(Editorial from *The Charlotte Observer* of Feb. 20, 1912.)

An Explanation from President Hobgood

February 29, 1912.

PROF. N. W. WALKER,
Chapel Hill, N. C.

Dear Prof. Walker: I use the opportunity you give me of making a statement of the course of study in this College. The new catalogue of Oxford College for 1912 and 1913 will contain the announcement of ten units of preparatory work for admission to the Freshman Class, so that the requirements here will be lower than those of the male colleges of the State by one year's work. The pupils of our State high schools who have completed the four years' course will be admitted to the Sophomore Class on certificate, and those that have completed three years of the high school work will be admitted to the Freshman Class on certificate. This privilege will be accorded to students from certain accredited academies also in the State.

The rating of Oxford College, together with that of other colleges in the South, made by the teacher of English in Meredith College, Raleigh, and published in the January number of the *HIGH SCHOOL BULLETIN*, was based, so the author informs me, on the course of study contained in the catalogs for 1910 and 1911, and not, as it seems it should have been

done, on the catalogs of 1911 and 1912, under which we are now working. So far as Oxford College is concerned, the requirements for admission as announced in the catalog of 1911 and 1912 are fully one year higher than those contained in the catalog of 1910 and 1911. This explanation seems necessary.

Yours truly,

(Signed) F. P. HOBGOOD,
Pres. Oxford College.

Removal of Presbyterian College for Women

“By a unanimous vote of the board of trustees of the Presbyterian College for Women, it was decided tonight to move the college from the uptown site, which it has occupied during its existence of more than half a century, to the new suburb, Myers Park, two miles distant, in the eastern part of the city. The consideration for the removal is the gift of fifty acres of land in the center of the development of the Stephens Company, eighty-five acres given by other companies and individuals and \$8,000. The decision is a part of a general plan of expansion on a large scale which will probably take form in a movement for an endowment. By the terms of the removal the college is guaranteed \$100,000 by the Stephens Company for its uptown site, this to be delivered unless disposed of September 1st, 1914. Street cars, paving, and all other modern improvements are guaranteed to the college at its new site.”—(*The Charlotte Observer*, Feb. 27, 1912.)

Proposed Removal of Rutherford College

There is an effort on foot to remove Rutherford College from its present location in Burke County to one of the more prosperous towns or cities. Winston and Charlotte are both making attractive bids for it.

A Word to Principals About Final Reports

Every public high school principal is required at the close of his school to make to the State Superintendent of Public Instruction a report of the year's work. This report is called “The Principal's Final Report.” If the State Superintend-

ent of Public Instruction did not have need for the information called for in this report, he certainly would not ask principals to make it just for the fun of it. This report furnishes the information upon which the apportionment for the succeeding year is based. Therefore it is needed promptly at the close of the school year, since no apportionment is finally made to a high school until this report is received. Every high school principal who has an abiding interest in his work, and who takes any pride in his school, regards it as an important part of his duty to himself, to his school, to his community, and to his State to keep accurate records and to render required reports.

It is interesting to note that in 1890 only four superintendents in North Carolina complied with the request of the United States Commissioner of Education and furnished the information asked for regarding their high schools. It is more interesting to note who those four were and where they are to-day: at Goldsboro was J. Y. Joyner, now State Superintendent of Public Instruction; at Globe Academy was W. F. Marshall, now editor of *North Carolina Education*; at Winston was John J. Blair, now superintendent of the Wilmington schools. Does this signify anything at all? There were other high schools in the State at that time.

The writer is fully aware that superintendents and principals are called upon for a great many reports and are asked to fill out an endless number of blanks. They come from book companies, teachers' agencies, and bureaus of municipal research; from investigators of special problems in education, economics, sociology, and what not; from other superintendents and principals desiring reliable and up-to-date information on some phase of school organization and administration (by the way, did you ever send out such a *questionnaire* yourself?); from students in college and university who have theses to prepare, prospective writers of text-books who want to know your point of view, speakers on programs who have to "prepare a paper" and want "your assistance;" from colleges and universities in your own State and in other states; from other state departments of education, the United States Commissioner of Education, and finally from your own State Department of Education! Does one wonder that

the principal or superintendent should grow tired of report making? But, friend, please do not disregard the requests of your own State Superintendent for the information he desires about your school.

Blanks for the final reports of the public high school principals will be sent out from the State Department directly to the principals about April first. Principals who for any reason do not receive these blanks before their schools close should write for them. It is an easy matter to put off making your report—and to forget it altogether. Please see to it that *your* final report is sent in *promptly* at the close of your school, and that it gives *all* the information called for.

Private Secondary School Statistics to be Published

This year Superintendent Joyner is going to try to get for publication complete information about the private secondary schools. He has made an attempt to do this twice before, but so few of the schools heeded his request that he did not deem it worth while to publish the statistics, so miserably incomplete were they. But this year the attempt will be made again, and whatever information is gathered will be published.

A Letter to High School Principals from the Committee on University Extension.

The following letter, which has recently been sent out from the University of North Carolina to the High School Principals of the State, is self-explanatory:

“The University rejoices in the growth of the high schools and wishes for them every one a year of uninterrupted prosperity and progress. If it can at any time be of assistance to any principal or teacher in any phase of his work, it will deem it a privilege to serve him. So many calls for assistance in one form or another have come within recent years that the faculty has deemed it advisable to appoint a special committee on University Extension whose duty it shall be to co-operate with the high school principals and teachers in every way found practicable in their efforts to make their

schools more efficient and to make more effective certain lines of work now developing in the schools. This committee, composed of Dr. Edwin Mims, Chairman, Professors Edward K. Graham, A. H. Patterson, N. W. Walker, and M. H. Stacy, believes it can be of assistance to busy principals and teachers desiring its help in one or more of the following ways:

1. By sending to schools wherever practicable speakers and lecturers.

2. By suggesting topics for debates, essays, etc., and preparing for the principal or student reference lists of authentic and reliable information.

3. By sending wherever it can the actual material—books, magazines, debate helps, etc.—the expense of carriage both ways to be borne by the school.

4. By giving more practical assistance and guidance to students who may come to Chapel Hill and spend a day or so in the library working up their debates, essays, etc.

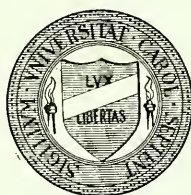
“There are other lines perhaps that will suggest themselves to principals along which this committee may be of service. The committee will be pleased to hear from any principal, teacher, or student who may desire its help.”

Supplement (No. 1) to The North Carolina High School Bulletin
Vol. III, No. 2. April, 1912.

ANNOUNCEMENT

OF

The University of North Carolina



SUMMER SCHOOL FOR TEACHERS

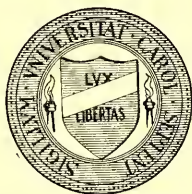
1912

JUNE 11—JULY 20



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THE SEEMAN PRINTERY
DURHAM, N. C.
1912





E. A. WRIGHT PHILA.

OLD EAST BUILDING

LAW BUILDING

A CAMPUS VIEW

OLD SOUTH BUILDING

FACULTY AND OFFICERS

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NATHAN WILSON WALKER, A. B.....	Director
OSCAR LEACH	Secretary
MRS. CLIFTON L. WHITAKER	Matron Carr Building
MRS. J. T. YEARGIN.....	Matron Mary Ann Smith Building

INSTRUCTORS

GEORGE HOWE, Ph. D., (<i>Professor of the Latin Language and Literature in the University of North Carolina</i>).	Latin
A. B., Princeton University, 1897; A. M., Ph. D., University of Halle, 1903; Student, Oxford University, 1903; Professor of Latin Language and Literature, University of North Carolina, 1903—	
NATHAN WILSON WALKER, A. B., (<i>Professor of Secondary Education in the University of North Carolina, and State Inspector of Public High Schools</i>).	Education
A. B., University of North Carolina, 1903; Superintendent of Schools at Asheboro, N. C., 1903-1905; Professor of Secondary Education, University of North Carolina, 1905—; State Inspector of Public High Schools, 1907—.	
JOSEPH GREGOIRE DEROULHAC HAMILTON, Ph. D., (<i>Alumni Professor of History in the University of North Carolina</i>).	History
M. A., University of the South, 1900; Ph. D., Columbia University, 1906; Associate Professor of History, University of North Carolina, 1906-1908; Professor of History, <i>ibid.</i> , 1908—.	
MARVIN HENDRIX STACY, A. M., (<i>Professor of Civil Engineering in the University of North Carolina</i>).	Mathematics
Ph. B., University of North Carolina, 1902; Instructor in Mathematics, <i>ibid.</i> , 1902-1906; A. M., <i>ibid.</i> , 1904; Student, Cornell University, 1905, 1906, 1911; Associate Professor of Civil Engineering, University of North Carolina, 1906-1910; Professor of Civil Engineering, <i>ibid.</i> , 1910.	

Physics

ANDREW HENRY PATTERSON, A. M., (*Professor of Physics in the University of North Carolina*).

Ph. B., B. E., University of North Carolina, 1891; A. B., Harvard University, 1892; A. M., *ibid.*, 1893; Instructor in Physics, University of Georgia, 1894-1897; Adjunct Professor of Physics and Electrical Engineering, *ibid.*, 1897-1898; Professor of Physics and Astronomy, *ibid.*, 1898-1908; Student, University of Berlin and Charlottenburg Technische Hochschule, 1905-1906; Student, Cambridge University, 1906; Professor of Physics, University of North Carolina, 1908—; Dean of the School of Applied Science, *ibid.*, 1911—

Library Administration

LOUIS ROUND WILSON, Ph. D., (*Associate Professor of Library Administration in the University of North Carolina*).

A. B., University of North Carolina, 1899; Librarian, *ibid.*, 1901—; A. M., *ibid.*, 1902; Ph. D., *ibid.*, 1905; Associate Professor of Library Administration, 1907—; Student, Columbia University, 1910.

French and German

ADOLPHE VERMONT, A. M., (*Superintendent of the Smithfield Graded Schools*).

A. M., Humaniora, Saint Nicholas, Belgium; Graduate, University of Louvain; Instructor in the Romance Languages, University of North Carolina, 1907-1910; A. M., *ibid.*, 1909; Graduate Student, University of Chicago, summer of 1909; appointed Fellow in Romance Languages, *ibid.*, 1910; Principal Smithfield Graded Schools, 1910-1911; Superintendent, *ibid.*, 1911.

English

THOMAS PERRIN HARRISON, Ph. D., (*Professor of English in the North Carolina College of Agriculture and Mechanic Arts*).

B. S., South Carolina Military Academy, 1886; Instructor in English, *ibid.*, 1886-1888; Graduate Student, Johns Hopkins University, 1888-1891; University Scholar in English, *ibid.*, 1889; University Fellow in English, *ibid.*, 1890; Ph. D., *ibid.*, 1891; Assistant Professor of English, Clemson College, 1891-1893; Associate Professor of English, *ibid.*, 1893-1896; Professor of English, Davidson College, 1896-1909; President of the Piedmont Summer School for Teachers, sessions of 1904, 1906, 1908; Professor of English, North Carolina College of Agriculture and Mechanic Arts, 1909—; Dean of the College, *ibid.*, 1910—.

Drawing

MISS MARY GOODWIN GRIGGS, (*Visiting Supervisor of the Prang Company, New York*).

Student, Atlanta Art Schools; Student, The National Academy and School of Design, New York; Student, The Original School of Industrial Art and Design, New York; Teacher of Art in Lycett's Art School, Atlanta; Teacher of Art, Cox College; Head of Fine Arts and Industrial Arts School, Atlanta; Director of Art, University of Georgia Summer School, 1906—; Director of Art, University of North Carolina Summer School, 1909—; Visiting Supervisor of the Prang Company of New York.

HARRY WOODBURN CHASE, Ph. D., (*Professor of the Philosophy of Education in the University of North Carolina*). **Education**

A. B., Dartmouth College, 1904; Teacher in the Groveland High School, (Mass.), 1904-1908; A. M., Dartmouth College, 1908; Director of the Clinic for Subnormal Children, Clark University, 1909-1910; Ph. D., *ibid.*, 1910; Professor of the Philosophy of Education, University of North Carolina, 1910—.

GEORGE MCFARLAND MCKIE, A. M., (*Associate Professor of Public Speaking in the University of North Carolina*). **English**

Graduate, Emerson College of Oratory, 1898; A. B., A. M., University of North Carolina, 1907; Student, Harvard University, 1907-1908; Instructor in English, University of North Carolina, 1899-1908; Associate Professor of Public Speaking, *ibid.*, 1908—.

MISS MARY OWEN GRAHAM, (*Supervising Teacher in the Training School of the North Carolina State Normal and Industrial College, Greensboro*). **Primary Methods**

Graduate, Presbyterian College for Women; Student, University of North Carolina Summer School; Student, Summer School of the South; Teacher in the Charlotte City Schools; Instructor in the Summer School of the North Carolina College of Agriculture and Mechanic Arts; Instructor in Primary Methods, Fredericksburg, Va., Summer School; Student, Teachers' College, Columbia University, 1908; Supervising Teacher, Training School, North Carolina State Normal and Industrial College, 1909—.

COLLIER COBB, A. M., (*Professor of Geology in the University of North Carolina*). **Geography**

A. B., Harvard University, 1889; Assistant in Geology, *ibid.*, 1888-1890; Instructor in Geology, Massachusetts Institute of Technology, 1890-1892; Assistant, U. S. Geological Survey, 1886-1892; Instructor in Geology, Summer School of Harvard University, 1891; In charge of Geology, Summer School of the South, Knoxville, 1902; Lecturer on Geography of Europe, *ibid.*, 1909; Professor of Forest Geology, Biltmore Forest School, 1905—; Assistant Professor of Geology, University of North Carolina, 1892-1893; Professor of Geology and Mineralogy, *ibid.*, 1893—; A. M., Harvard University 1894.

GEORGE THADDEUS WHITLEY, (*Superintendent of the Smithfield Graded Schools*). **Arithmetic**

A. B., University of North Carolina, 1908; A. M., *ibid.*, 1909; Library Fellow and Assistant in Mathematics, *ibid.*, 1908-1910; Superintendent Clayton Graded Schools, 1910—; Student, Columbia University, Summer Session, 1909, 1910, 1911.

- History** HENRY MCGILBERT WAGSTAFF, Ph. D., (*Professor of History in the University of North Carolina*).
Ph. B., University of North Carolina, 1899; Professor of Mathematics, Rutherford College (N. C.), 1900-1902; Ph. D., Johns Hopkins University, 1906; Acting Professor of Economics and History, Alleghany College, 1906-1907; Associate Professor of History, University of North Carolina, 1907-1909; Professor of History, *ibid.*, 1909 —.
- English** JAMES FINCH ROYSTER, Ph. D., (*Professor of English in the University of North Carolina*).
A. B., Wake Forest College, 1900; Student, University of Chicago, 1900-1902, University of Berlin, 1902-1903; Acting Instructor, University of Colorado, 1904-1905; Fellow, University of Chicago, 1905-1906; Associate, *ibid.*, 1906-1907; Ph. D., *ibid.*, 1907; Associate Professor of English, University of North Carolina, 1907-1910; Professor of English, *ibid.*, 1910 —.
- Chemistry** JAMES MUNSIE BELL, Ph. D., (*Associate Professor of Physical Chemistry in the University of North Carolina*).
B. A., University of Toronto, 1902; M. A., *ibid.*, 1905; Assistant in Chemistry, Cornell University, 1902-1903; Graduate Scholar in Chemistry, *ibid.*, 1903-1904; Sage Fellow in Chemistry, *ibid.*, 1904-1905; Ph. D., *ibid.*, 1905; Bureau of Soils U. S. Dept. of Agriculture, 1905-1910; Associate Professor of Physical Chemistry, University of North Carolina, 1910 —.
- Mathematics** HENRY PATRICK HARDING, A. B., (*Principal of the Charlotte City High School*).
A. B., University of North Carolina, 1899; Principal, New Bern Graded Schools, 1899-1901; Superintendent, Oxford Graded Schools, 1901-1902; Superintendent, New Bern Graded Schools, 1902-1904; Principal, Charlotte City High School, 1904 —.
- Physics** VIVIAN LEROY CHRISLER, A. M., (*Instructor in Physics in the University of North Carolina*).
A. B., Piedmont College, 1902; Assistant in Physics, University of Nebraska, 1906-1909; B. S., *ibid.*, 1908; A. M., *ibid.*, 1909; instructor in Science and Mathematics, Piedmont College, 1909-1910; Instructor in Physics, University of North Carolina, 1910 —.
- Forestry** EDWIN R. JACKSON, B. S., (*Expert in the Forest Service, U. S. Department of Agriculture*).
B. S., State University of Iowa; Superintendent City Schools, Oakland, Iowa; County Superintendent of Schools, Pottawattamie County, Iowa; Expert, Forest Service, United States Department of Agriculture.

KARL JANSEN, (*Popular Lecturer and Entertainer*).

Graduate, Vesterland Län Technical Institute, Sweden; Fencing Master, Kings School of Oratory, Miami Chautauqua; Lecturer and Teacher of Physical Culture and Dramatic Art, Piedmont Summer School, Davidson College, 1910, 1911; Lecturer and Entertainer on the American Platform and Stage, with De Long Rice Bureau, Nashville, and Radcliffe Entertainment Bureau, Washington, D. C.

**Physical
Training and
Story Telling**

SPECIAL LECTURERS

ROBERT DIGGS WIMBERLY CONNOR, (*Secretary of the North Carolina Historical Commission*).

**North
Carolina
History**

DR. WATSON S. RANKIN, (*Secretary of the North Carolina State Board of Health*).

**Public Health
and Hygiene**

LAUTREC CRANMER BROGDEN, (*State Supervisor of Rural Elementary Schools for North Carolina*).

**School Super-
vision and
Management**

MISS MINNIE W. LEATHERMAN, (*Secretary of the North Carolina Library Commission*).

**School
Libraries**

JOSEPH ADDISON BIVINS, (*State Supervisor of Teacher Training for North Carolina*).

Nature Study

EDWIN R. JACKSON, (*Expert, U. S. Forest Service*).

Forestry

PUBLIC LECTURERS

DR. F. P. VENABLE, President of the University of North Carolina.

DR. P. P. CLAXTON, U. S. Commissioner of Education.

DR. J. Y. JOYNER, State Superintendent of Public Instruction.

DR. KEMP P. BATTLE, Ex-President of the University of North Carolina.

DR. J. I. FOUST, President of the North Carolina State Normal and Industrial College.

HON. JOSEPHUS DANIELS, Editor of the *News and Observer*.

DR. EDWIN MIMS, Professor of English in the University of North Carolina.

MR. EDWARD K. GRAHAM, Professor of English in the University of North Carolina.

MR. A. H. PATTERSON, Professor of Physics in the University of North Carolina.

MR. COLLIER COBB, Professor of Geology in the University of North Carolina.

MR. EDWIN R. JACKSON, Expert, U. S. Forest Service.

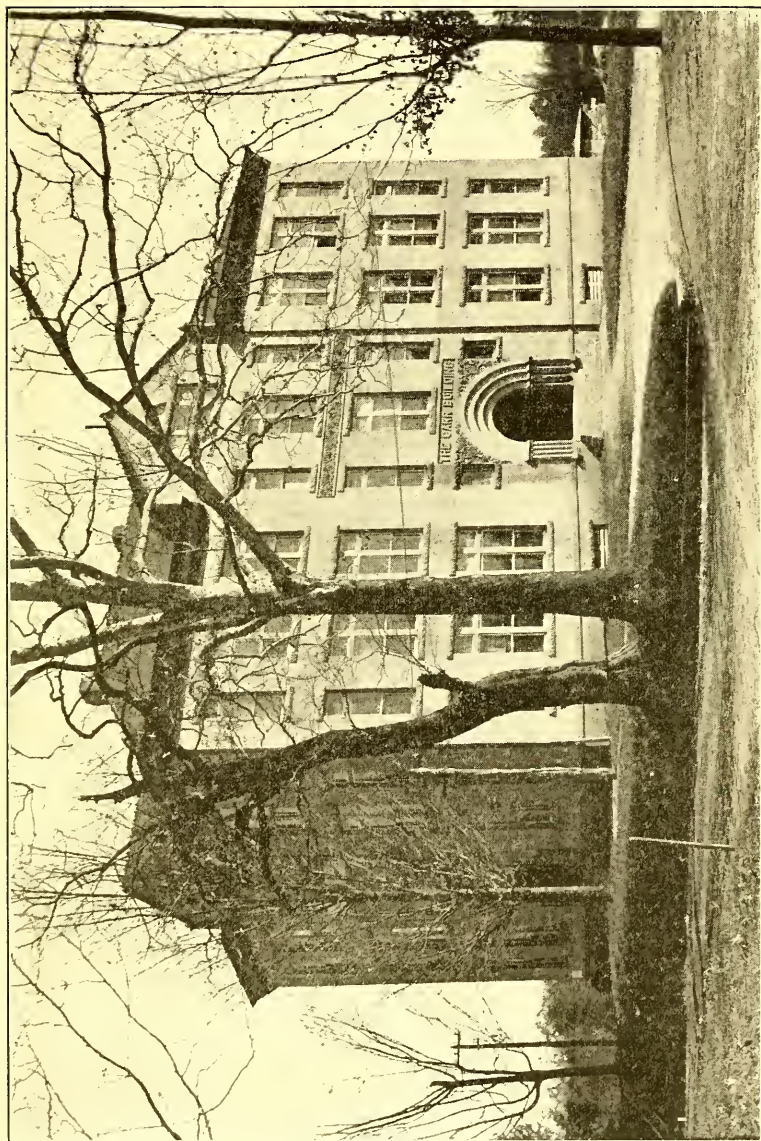
MR. KARL JANSEN, Swedish-American Lecturer and Entertainer.

PROF. HAROLD BARNES, Superintendent of Elementary Education in Girard College.

MR. M. C. S. NOBLE, Professor of Pedagogy in the University of North Carolina.

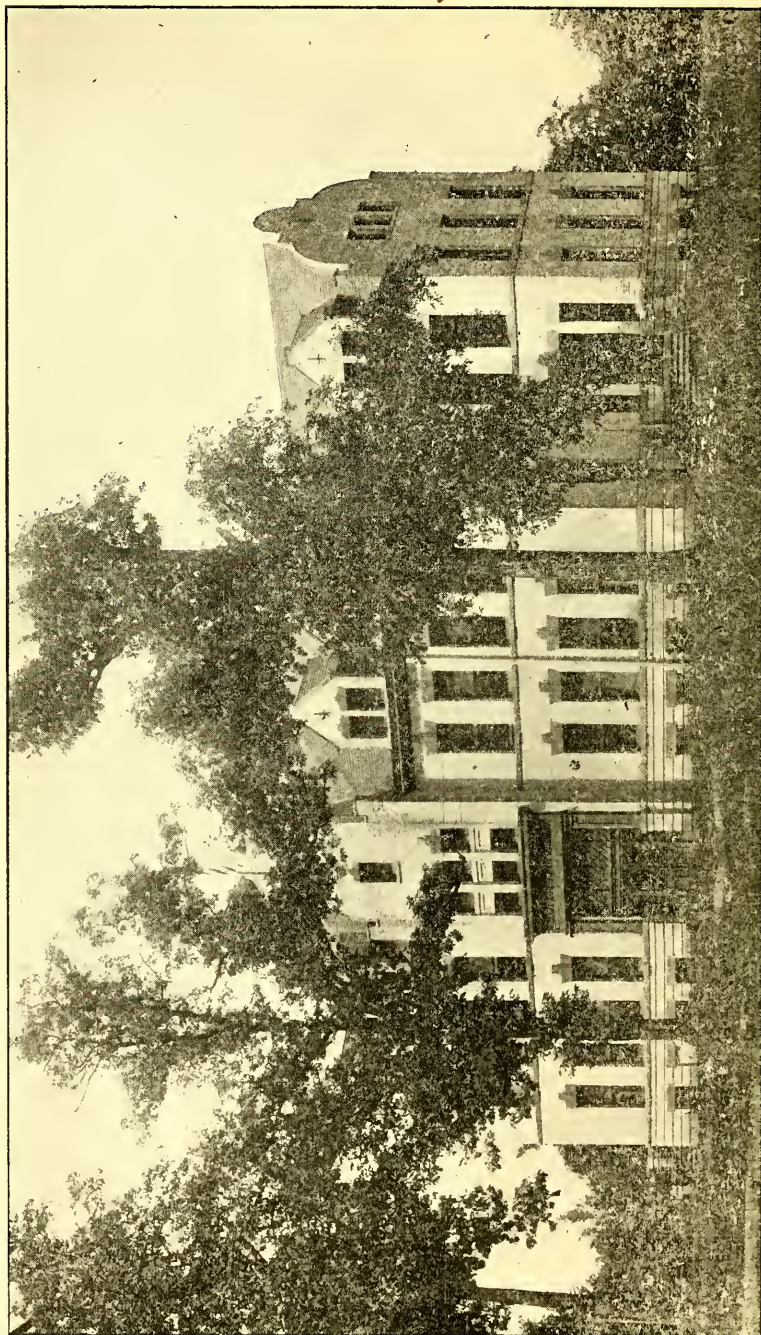
DR. JOSEPH HYDE PRATT, State Geologist for North Carolina.

Others to be added.



THE CARR BUILDING

Will be used as Ladies' Dormitory during the Summer School.
MRS. CLIFTON L. WHITAKER, Enfield, N. C., Matron.



MARY ANN SMITH BUILDING

Will be used as Ladies' Dormitory during the Summer School.

Mrs. J. T. YEARGIN, Monroe, N. C., Matron.

GENERAL INFORMATION

The Summer Term: June 11—July 20

The University Summer School for Teachers will open on Tuesday, June 11, and continue for a term of six weeks, closing on Saturday, July 20. The school will be in session six days each week.

Registration

Registration will begin on Monday afternoon, June 10. All students of the Summer School are urged to be present and register on this day, as regular class work will begin promptly at 8:30 on Tuesday morning, June 11. There are certain preliminary arrangements to be made in the way of selecting courses, securing board and lodging, and getting books, which should be attended to before class work begins. To be on hand promptly so as to begin with the class is far more satisfactory than to come in a day or two late.

Courses of Instruction

During the summer term of 1912 instruction will be offered in the following subjects: English, Mathematics, History, Latin, German, French, Educational Psychology, Secondary Education, Primary School Methods, Physics, Astronomy, Forestry, Geography, Drawing, and Library Administration. These courses are designed to meet the needs of teachers who are making an effort to fit themselves for better service. To the earnest teacher or student who desires to spend a part of his summer in serious, quiet study under the direction of competent instructors, excellent opportunities are offered.

Special Lectures and Round-Table Conferences

In addition to the regular courses of instruction enumerated in the paragraph above, there will be a series of daily lectures and round-table conferences running through the entire term, for the presentation and discussion of vital school problems and topics relating to every practical phase of school work. Matters of school and class-room management will receive especial attention. These conferences will be made as genuinely helpful as it is possible to make them. Topics of especial interest to prospective teachers, rural school teachers, grade teachers in the city schools, high school teachers, principals, and superintendents will be presented and discussed.

Among those who will be present from time to time to deliver special lectures and to lead in the discussions at these round-table conferences are several of the State's most thoughtful and progressive City and County Superintendents, College Professors, and State School officials. No teacher in the summer school can well afford to miss these conferences.

Those Who May Be Benefited

Among those who may be benefited by the Summer School may be mentioned the following classes:

1. Teachers in high schools, and those intending to teach, who desire better general training for their work.
2. Teachers who desire special training in any branches offered.
3. Teachers in elementary schools, or those preparing to teach, who wish to improve their general scholarship, or who wish to study the methods used with primary and intermediate classes in our best schools.
4. Prospective students of the University or of other colleges who wish to make up deficiencies in their entrance requirements.
5. Teachers who expect to take the State examination in July for either the High School Teachers' Certificate or the Five-Year State Certificate.

Increasing Demand for High School Teachers

The growth of public high schools in North Carolina causes an increasing demand for well-equipped high school teachers and principals. During the past few years the University has had calls for hundreds of men to engage in educational work in this and other Southern States. It has been able to supply barely one-half the number called for. The demand for better trained teachers is becoming more and more insistent all over the South, and it means greater opportunity for the teacher who is preparing himself to fill a higher position next year than he filled last. To be prepared to advance in his profession to ever larger fields of usefulness should be the ambition and constant aim of every true teacher. The University is maintaining the Summer School in order that it may better serve the schools by sending into them more efficient teachers, and that it may better serve the teachers by giving them an opportunity to improve their scholarship and thus fit themselves for better work.

Summer School Certificates

At the close of the term regular examinations will be held, and certificates will be issued to those who pass a satisfactory examination on the courses pursued. These certificates state definitely the courses pursued and the grades attained. These certificates will be accepted by most County Superintendents in lieu of attendance upon local institutes.

Examinations for State Certificates

The teachers in the Summer School who wish to apply to the State Board of Examiners for the High School Teachers' Certificate and the Five-Year State Certificate will have an opportunity to review thoroughly the main subjects on which they are to be examined, and then to take the examinations at a time when they should be best able to pass them successfully. The State examinations will be held on July 11 and 12.

Teachers' Bureau

A Teachers' Bureau is maintained during the Summer School for the benefit of teachers desiring a change of position. Many applications for teachers are received each year while the Summer School is in session, and many superintendents visit the Summer School for the purpose of employing well qualified teachers. In order that the management may keep closely in touch with available teachers and be enabled thereby to render prompt service to school officials applying for teachers, all well qualified applicants in attendance are invited to register with the Teachers' Bureau. There is no registration fee charged.

The Library

The University Library, containing over 60,000 volumes and over 17,000 pamphlets, will be open daily to the students of the Summer School. Excellent opportunities are here afforded the students for wide reading and special research. Model libraries are exhibited during the term for (a) Teachers, (b) Rural Elementary Schools, (c) High Schools. These suggestive collections may be consulted at any time.

The Gymnasium

All male students of the Summer School will be afforded the privileges of the swimming pool in the gymnasium free of cost.

Board and Lodging

This year Commons Hall will be open to students of the Summer School. Good table board here will cost \$12 a month, payable in advance.

In order to provide dormitory accommodations for students of the Summer School, the University will this year open both the Carr Building and the Mary Ann Smith Building for the ladies in attendance. Room rent, including light and shower baths, will be \$3 per student (two to the room) for the term of six weeks, payable in advance. No reduction from this price can be made for students entering late or for those leaving before the close of the term. These buildings will be in charge of competent matrons during the Summer School.

University Inn will also be open at the same price (\$3 per student for the term, two persons to the room) to male teachers attending the Summer School.

Students desiring rooms in these buildings will be expected to furnish their own bed linen, pillows and towels.

Students Should Have Rooms Reserved in Advance

Owing to the fact that dormitory accommodations are limited during the Summer Term, students wishing to secure rooms in the University dormitories, should write the Director and have their reservations



made in advance. The *Carr Building* will accommodate 80 students; the *Mary Ann Smith Building*, 100; and *University Inn*, 50. There are accommodations at *Commons Hall* for 250 table boarders.

With these limited accommodations, therefore, the management of the Summer School cannot guarantee lodging in the University dormitories, unless reservation is made in advance. Each application for a reservation should be accompanied by check for \$3 to cover room rent for the term. Applications for rooms should be made prior to June 1st in order that applicants may be notified before leaving home whether or not their reservations have been made as requested.

Rooms in the University dormitories will not be ready for occupancy by the Summer School students until Monday noon, June 10th.

Good board and lodging can be obtained at the village boarding houses at reasonable rates, varying from \$12.50 to \$25.00 per month. See list on page 29.

Fees

Except in a few special courses, no tuition fees will be charged teachers or those who are preparing themselves for teaching. Every special tuition fee charged is announced in connection with the statement of the course for which it is charged. A registration fee of \$3 will be required of all students of the Summer School.



Reduced Railway Rates Expected

Reduced railway rates from all points within the Southeastern Passenger Association have been asked for and are expected. When the application for reduced rates is granted, notice to this effect will be given. Prospective students of the Summer School should apply in advance to their local agents for reduced rates.

Expenses

Few teachers realize that the expenses of attending the Summer School is so small. The actual expenses of those who room in the College dormitories and board at Commons, not counting, of course, the cost of transportation, books, and materials, is for the *six weeks* as follows:

Table Board	\$18.00
Room Rent	3.00
Registration Fee	3.00
Total	\$24.00

Books and Materials

Students of the Summer School will be expected to provide themselves with all books and materials required for their individual use in the courses pursued. The texts to be used in the several courses are announced elsewhere in this bulletin. Students may procure their books before coming to the Summer School, or they may get them here at the Chapel Hill bookstores at the regular market prices. Materials for the courses in Drawing will be furnished by the University, and for these materials a fee of \$2 will be charged.

Class Rooms

The rooms and buildings in which the various classes will meet will be announced on the daily program, a copy of which will be furnished each student on registering.

Chapel Exercises

Chapel exercises will be conducted in Gerrard Hall each morning at 9:25 o'clock. At this time there will be a short prayer and song service. All general announcements will be made at Chapel, and frequently there will be short addresses on topics of current and general interest.

ANNOUNCEMENT OF COURSES

ENGLISH

Mr. McKIE.

1. GRAMMAR.—A study of the principles of Grammar. Text-book: Buehler's *A Modern English Grammar*. Six hours a week.

Doctor ROYSTER.

2. COMPOSITION.—Discussion of the principles of composition, and practice in composition through the writing of daily and weekly themes. Text-book; *Baldwin's Composition, Oral and Written*. Six hours a week.
3. HIGH SCHOOL LITERATURE.—Intensive study of the works prescribed for "study and practice" and reading of those prescribed for "reading and practice."

Doctor HARRISON.

4. ENGLISH LITERATURE.—English Literature in the Nineteenth Century. Study of the general character of the literature with reading of representative prose and poetry. Text-books: Pancoast and Shelley's *English Literature*; Canby and Pierce's *Selections from Stevenson*; Copeland and Rideout's *Selections from Wordsworth, Browning, etc.* Six hours a week.
5. AMERICAN LITERATURE.—(1) The New England writers, 1830-1890. (2) Southern literature, particularly since the Civil War. Text-books: Simonds's *American Literature*; Mims and Payne's *Southern Prose and Poetry*. Six hours a week.

Mr. McKIE.

6. INTERPRETATIVE READING. A course designed to aid the teachers in the teaching of English in the grades and in developing in their pupils a taste for good literature. A special fee will be charged for this course, the amount of the fee and the number of hours depending on the size and requirements of the class.

HISTORY

Doctor WAGSTAFF.

1. THE HISTORY OF ENGLAND.—Lectures and assigned readings. Text-book: Walker's *Essentials in English History*. Six hours a week.

Doctor HAMILTON.

2. THE HISTORY OF THE UNITED STATES to the close of Reconstruction. Lectures and assigned readings. Text-book: Hart's *Essentials in American History*. Six hours a week.

3. NORTH CAROLINA HISTORY.—A review course on the leading events and men in the history of the State with special emphasis laid upon the social, economic, and political development of the people. Lectures and reference reading. Text-book: Hill's *Young People's History of North Carolina*. *Six hours a week*.

Doctor WAGSTAFF.

4. GREEK HISTORY.—A general course dealing with the social and political aspects of Greek civilization from its origin to the fall of the Macedonian Empire. Contrasts and comparisons between the Greek democracies and modern popular governments will receive attention. Lectures, text-books, and readings. Text-book: Myers's *History of Greece*. *Six hours a week*.

LATIN

Doctor HOWE.

1. ELEMENTARY COURSE.—Pronunciation, inflection, syntax of cases and verbs; special study of the subjunctive, indirect discourse, relative and conditional sentences; reading of Caesar's Gallic War. Text-book: Bennett's *Latin Grammar*. Any standard text of Caesar. *Six hours a week*.
2. VERGIL.—Course in Vergil's Aeneid, I-VI.—Translation and syntax. Text-book: Any standard text of Vergil's Aeneid. *Six hours a week*.
3. CICERO.—Course in Cicero's Orations against Catiline.—Translation and syntax. Any standard text of the Orations against Cataline. *Three hours a week*.
4. LATIN COMPOSITION.—*Three hours a week*.

GERMAN

Mr. VERMONT.

1. ELEMENTARY COURSE.—Grammar. Written exercises. Text-books: Ball's *German Grammar*; Müller and Wenckebach's *Glück Auf*. *Six hours a week*.
2. ADVANCED COURSE.—Rapid review of grammar. Composition, translation. Text-books: Ball's *Grammar*; Lessing's *Minna von Barnhelm*. *Six hours a week*.

FRENCH

Mr. VERMONT.

1. ELEMENTARY COURSE.—Grammar. Oral and written exercises. Pronunciation especially emphasized. Elementary conversation. Text-book: Lazare's *Lectures Faciles*; Chardenal's *French Grammar*. *Six hours a week*.
2. ADVANCED COURSE.—Rapid review of Grammar. Reading of French authors. For students who have had at least one year of French. *Six hours a week*.

MATHEMATICS

Mr. WHITLEY.

1. ARITHMETIC.—Lectures and assigned work including the fundamental operations, fractions, percentage, interest, ratio and proportion, mensuration, etc. Text-book: Milne's *Progressive Arithmetic, Book III*. *Six hours a week.*

Mr. HARDING.

2. SECONDARY ALGEBRA.—Lectures and assigned work including factoring, simultaneous equations, exponents, involution and evolution, quadratic equations, the Binominal Theorem, etc. Text-book: Fisher and Schwatt's *Secondary Algebra*. *Six hours a week.*
3. PLANE GEOMETRY.—Lectures and recitations. Text-book: Wells's *Essentials of Plane and Solid Geometry*. *Six hours a week.*

Professor STACY.

4. SOLID GEOMETRY.—Lectures and recitations. Special attention given to the solution of original exercises. Text-book: Wells's *Essentials of Plane and Solid Geometry*. *Six hours a week.*
5. PLANE TRIGONOMETRY.—Lectures and recitations. Text-book: Granville's *Plane and Spherical Trigonometry*. *Six hours a week.*

PHYSICS

Professor PATTERSON and Mr. CHRISLER.

1. ELEMENTARY COURSE.—Mechanics of solids, liquids, and gases. Sound. *Six hours a week.*
2. ELEMENTARY COURSE.—Magnetism and electricity. Heat and light. Text-book: Millikan and Gale's *A First Course in Physics*. *Six hours a week.*

Laboratory work will accompany these courses, using Millikan and Gale's *Manual*. Courses 1 and 2 may be taken together. Instruction will also be given in the making of simple apparatus, and in the best methods of presenting the subject of Physics to high school classes.

Professor PATTERSON.

3. ADVANCED COURSE.—This is a lecture course, profusely illustrated by experiments, giving a resumé of the work in modern Physics, especially along the lines of the electron theory, radioactivity, vacuum tubes, wireless telegraphy and telephony, electric waves, etc. Course 3 may be taken with profit by anyone who has had an elementary course in Physics and Chemistry. *Three hours a week.*

ASTRONOMY

Professor PATTERSON.

1. AN ELEMENTARY COURSE in descriptive Astronomy, taking up in order the earth, moon, planets, sun, stars, comets and nebulae. Illus-

trated with lantern slides, and including some outdoor work with the telescope. *Three hours a week.*

EDUCATION

Professor WALKER.

1. SECONDARY EDUCATION.—High School organization and administration. (For high school teachers and principals.) Lectures and assigned work. *Three hours a week.*

Dr. CHASE.

2. SECONDARY EDUCATION.—The principles of secondary education. (For high school teachers and principals). Lectures and assigned work. Brown's *The American High School* will constitute the basis of this course. *Three hours a week.*

Doctor CHASE.

3. EDUCATIONAL PSYCHOLOGY.—Modern psychological principles and their application to education. Lectures and readings. *Six hours a week.*

Miss GRAHAM.

5. ELEMENTARY SCHOOL METHODS.—Model lessons for beginners. Model Class work, lectures, and assigned reading. Work with children just beginning school. A class of primary grade children will be organized for the purposes of this course. Lessons in phonics, reading, language work, numbers, nature study, etc., etc., covering the general work of the first grade. *Six hours a week.*
6. ELEMENTARY SCHOOL METHODS.—Methods and model lessons for grades 2 to 4. Lessons, lectures, and assigned readings, covering the general work of the second, third, and fourth grades. The writing of lesson plans. Games, songs, discussion and demonstration of the principles underlying the selection and presentation of stories to children. Special attention will be given to the reading and language work of these grades. *Six hours a week.*

Dr. CHASE.

7. THE THEORY AND PRACTICE OF TEACHING.—Lectures and assigned work. This course will be based on Colgrove's *The Teacher and the School*. *Three hours a week.*

DRAWING AND MANUAL CLASSES

Miss GRIGGS and Miss ————— (Assistant to be selected).

the course will be planned with a view to giving teachers instruction that will give the knowledge necessary to the teaching of school arts in rural and city schools. Plans by which the acquired knowledge can be adapted to the needs of different grades, and methods of presenting lessons in each grade will be carefully discussed and taught.

The State adopted course in drawing will be the basis of instruction.

The classes will be under three divisions:

1. Primary Division for teachers of first, second and third grades.
2. Grammar Division for teachers of fourth, fifth, sixth, and seventh grades.
3. Advanced Division for former students who attained the required degree of proficiency and for supervisors of drawing.

The course will comprise pictorial representation, design, and construction work. The handling of the various mediums of expression will be taught—pencil, crayon, and water colors.

The principles of beauty, and their practical applications to every day life will be taught, not only in theory, but by actual work.

During the course an outdoor sketching class will be formed. Those desiring to enter this class should report at once upon entering the school.

To receive the greatest benefit from the course students should enter the class at the beginning of the school. Prompt registration and entrance to classes insures greater interest, more time for work, and vastly more comprehensive knowledge is gained. Each class will meet *six hours a week* during the first four weeks of the Summer School.

LIBRARY ADMINISTRATION

Doctor WILSON and Miss LEATHERMAN, (Secretary of the N. C. Library Commission).

Library Administration and Methods.—(a) General lectures on organization and management of rural, graded, high school, teachers' association, college, and public libraries; use of dictionary card catalogue, indexes, bibliographies, dictionaries, encyclopedias, and general reference books; preparation for special readings, essays, themes, debates, etc.; selection and ordering of books and periodicals suitable for libraries; preparation of illustrated bulletins; children's books and reading. (b) Technical lectures on accessioning; classification and book numbers; cataloguing; shelf listing; charging systems; binding, rebinding, and mending books; care of periodicals and pamphlets; use of government publications. Practice in the library. Practice and instruction will be given under an instructor at any time during the day to those devoting their whole time to the course. *Six hours a week.*

FORESTRY

Educational Addresses and Class Room Discussions

Mr. JACKSON.

1. FORESTRY IN NATURE STUDY.
 - a. How to study the trees.
 - b. The school nursery as a part of the school garden.
 - c. The observance of Arbor Day.
 - d. Field trip.
2. FORESTRY IN GEOGRAPHY.
 - a. The forest in relation to the earth's surface.
 - b. The forest in relation to commerce.
 - c. Field trip.

3. FORESTRY IN AGRICULTURE.

- a. Forest trees as a farm crop.
- b. The relation of the woodlot to the farm.
- c. Protection and management of the woodlot.
- d. Field trip.

GEOGRAPHY

Professor COBB.

1. GENERAL GEOGRAPHY.—A course dealing with home geography, and the geography of North Carolina; with world relations and the features of the continents. Laboratory work and field work in the neighborhood of Chapel Hill. Students may bring with them Redway and Hinman's, Frye's, Dodge's, or Tarr and McMurry's Geographies. Cobb's *Geography of North Carolina* (American Book Co.) will be used. *Six hours a week.* Laboratory fee, \$1.00.
2. PHYSIOGRAPHY.—The Earth in Relation to Man. The genesis and classification of topographic forms will receive some attention in the beginning of the course, when the materials of the earth's crust will be studied in the laboratory, and physiographic processes noted in the field. Free use will be made of lantern slides and stereographs for the study of forms and processes that cannot be observed in our immediate field. The latter half of the course will deal directly with man on the earth. Suggestions will be furnished and some instruction given as to field observations, the preparation materials, the making of lantern slides, etc. *Six hours a week.* Laboratory fee, \$3.00.

NOTE.—The courses in Geography will not be given unless as many as ten students apply for them prior to the opening of the Summer School.

CHEMISTRY

Doctor BELL.

1. INORGANIC CHEMISTRY.—An introduction to the study of the principal elements and compounds. Lectures and laboratory work on alternate days. *Six hours a week.* Laboratory fee, \$3.00.
2. ANALYTIC CHEMISTRY.—Prerequisite, Chemistry 1 above, or its equivalent. Qualitative Analysis during first three weeks, and Quantitative Analysis during second three weeks. Laboratory work daily with short lectures preceding. *Six hours a week.* Laboratory fee, \$5.00.
3. AGRICULTURAL CHEMISTRY.—Prerequisite, Chemistry 1 above, or its equivalent. An elementary study of the chemistry of plants, soils, fertilizers, insecticides, feeds, and water. Daily lectures. *Six hours a week.*

NOTE.—The courses in Chemistry will not be given unless as many as ten students apply for them prior to the opening of the Summer School.

PHYSICAL CULTURE

Mr. JANSEN.

1. SWEDISH GYMNASTICS.—An elementary course in Physical Training for the Public Schools, emphasizing the true balance of mind and muscle. *Six times a week.*
2. PHYSICAL CULTURE AND DRAMATIC ART.—Mr. Jansen will teach private classes in the more advanced science of Physical Culture and also classes in Dramatic Art. For these courses a small tuition fee will be charged, but course 1, above, will be free to all teachers of the Summer School.

SPECIAL LECTURES

NORTH CAROLINA HISTORY

MR. R. D. W. CONNOR, Secretary of the North Carolina Historical Commission, will deliver a series of five lectures, July 1-5, on *The Racial Elements in the White Population of North Carolina*:

1. Introductory Lecture.
2. The English in the History of North Carolina.
3. The Scotch Highlanders in the History of North Carolina.
4. The Scotch-Irish in the History of North Carolina.
5. The Germans in the History of North Carolina.

NATURE STUDY

MR. J. A. BIVINS, State Supervisor of Teacher Training, will deliver two lectures on *Nature Study*:

1. Nature Study in Rural Schools.
2. A Concrete Lesson in Nature Study.

HEALTH AND HYGIENE

DR. W. S. RANKIN, Secretary of the North Carolina State Board of Health, will deliver a series of five lectures, July 8-12, on *Health and Hygiene*.

1. Public Health in the Schools.
2. Tuberculosis.
3. Typhoid Fever.
4. Malarial Fever.
5. Hookworm Disease.

SCHOOL LIBRARIES

MISS MINNIE W. LEATHERMAN, Secretary of the North Carolina Library Commission, will deliver two or more lectures on *School Libraries*. (Subjects to be announced.)

FORESTRY

MR. EDWIN R. JACKSON, Expert, U. S. Forest Service, will deliver a series of general popular lectures on *Forestry*:

1. The Tale of the Trees. (Illustrated)
2. The Forest Ranger. (Illustrated)

3. Forestry and the Farmer. (Illustrated)
4. What is Forestry?
5. Forestry Problems in the United States.
6. Forestry in the Public Schools.

SCHOOL MANAGEMENT

MR. L. C. BROGDEN, State Supervisor of Rural Elementary Schools, will deliver a series of special lectures and conduct a series of round-table conferences on *School Management*:

1. The Gradation and Classification of Pupils.
2. The Teacher and the Community.
3. The Daily Program in the Rural School.
4. Economy in Class Management.
5. The Recitation.

As a basis for the round-table conferences a series of Model Lessons will be conducted, as follows:

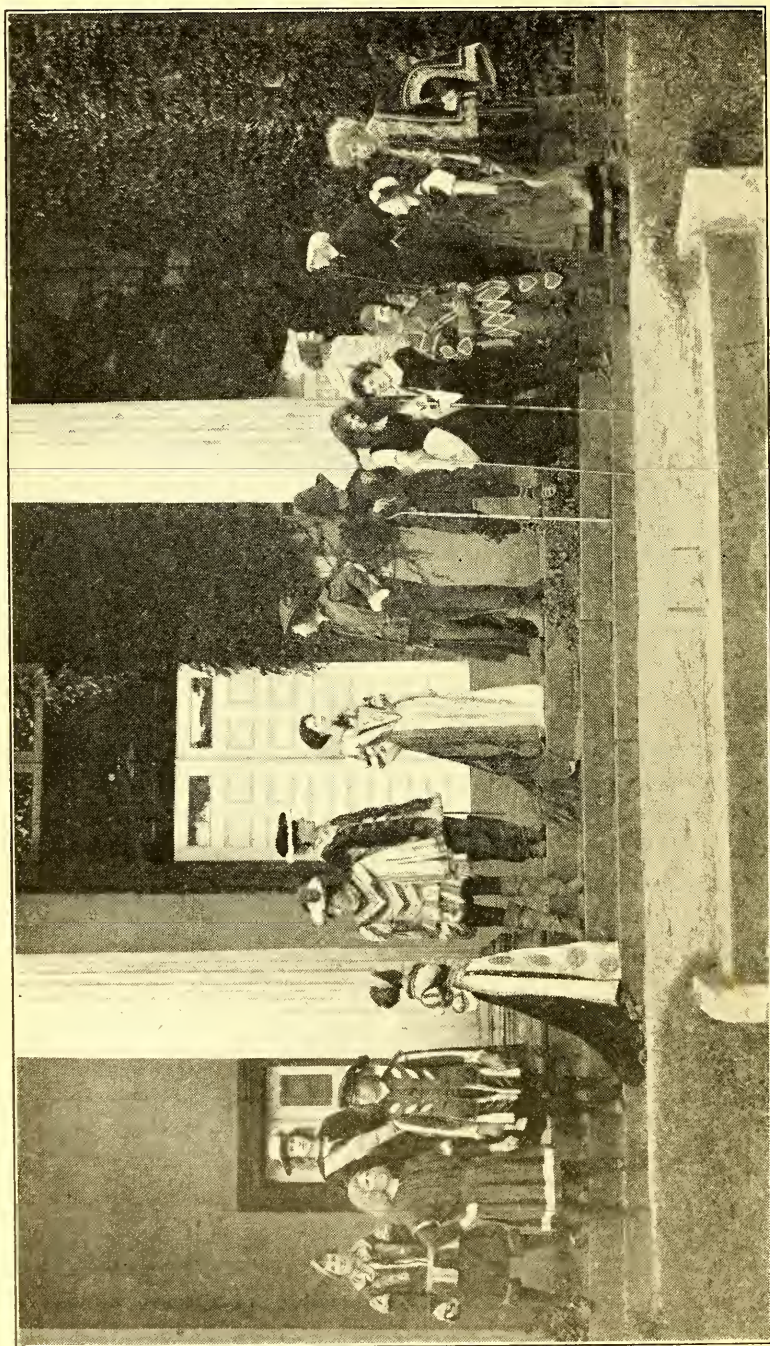
1. A Second Grade Reading Lesson.
2. A Fourth Grade Reading Lesson.
3. A Fourth Grade Geography Lesson.
4. A Fifth Grade History Lesson.
5. A Fourth Grade Arithmetic Lesson.

PUBLIC LECTURES

Each week during the Summer School there will be two or more public lectures given for the entertainment and instruction of all students in attendance. Some of the most prominent men in the State in the field of education and in other callings have already accepted invitations to lecture before the Summer School.

A partial list is given after the list of officers and faculty at the beginning of this pamphlet.

For further information, apply to N. W. WALKER, Director of the Summer School, Chapel Hill, N. C.



SUMMER SCHOOL DRAMATIC CLUB, 1911, PRESENTING "AS YOU LIKE IT."

CHAPEL HILL BOARDING-HOUSES

- MRS. JOSEPH ARCHER can accommodate 50 boarders at \$4 per week, or \$15 per month; and 14 with room and board at \$4 to \$6.50 per week, or \$20 to \$25 per month. Roomers will be expected to furnish nothing.
- MRS. S. M. BARBEE can accommodate 6 roomers (2 occupants to the room) at \$2.50 per month each. Everything furnished.
- MRS. M. E. BERRY can accommodate 6 roomers (2 occupants to the room) at \$2.50 per month each. Everything furnished.
- MRS. T. E. BEST can accommodate 8 roomers (2 occupants to the room) at \$2.50 per month each. Everything furnished.
- MRS. H. R. BRIGHT can accommodate 40 boarders at \$4 per week, or \$15 per month; and can accommodate 20 with board and room at \$5 to \$6.50 per week, or \$20 to \$25 per month. Everything furnished.
- MRS. M. N. BURCH can accommodate 20 boarders at \$3 per week, or \$12.50 per month, or \$18 for six weeks; and 4 roomers (2 occupants to the room) at \$2 per month. Room and board furnished at \$14.50 per month. Roomers will not be expected to furnish anything.
- CENTRAL HOTEL, Mr. W. H. Thompson, Proprietor, can accommodate 25 boarders at \$3.50 per week, or \$12.50 per month; and 20 roomers (2 occupants to the room) at \$2.50 per month. Board and room furnished at \$15 per month. Roomers will not be expected to furnish anything.
- MRS. E. A. FARRIOR can accommodate 40 boarders at \$4 per week, or \$15 per month; and 8 roomers at \$5 to \$6.50 per week, or \$20 to \$25 for room and board. Roomers will be expected to furnish towels and bed linen.
- MRS. L. F. GATTIS can accommodate 20 boarders at \$12.50 per month; 2 roomers (2 occupants to room) at \$2.50 each. Everything furnished.
- MRS. MITTIE HUTCHINS can accommodate 6 roomers (2 occupants to room) at \$2 to \$2.50 per month. Roomers expected to furnish towels.
- MRS. A. A. KLUTZ can accommodate 4 roomers (2 occupants to room) at \$2.50 per month each. Everything furnished.
- MRS. W. E. LINDSAY can accommodate 4 roomers (2 occupants to room) at \$2 per month. Roomers expected to furnish bed linen.
- MRS. W. S. LONG can accommodate 12 boarders at \$15 per month; 10 roomers (2 occupants to room) at \$3 per month each. Room and board furnished at \$18 per month. Roomers will be expected to furnish bed linen.
- MRS. WM. LYNCH can accommodate 20 boarders at \$3.50 per week, or \$13 per month; 8 roomers (2 occupants to room) at \$2.50 per month each. Room and board furnished at \$15 per month. Roomers expected to furnish nothing.

MRS. R. S. MACRAE can accommodate 20 boarders at \$4 per week, or \$15 per month; 12 roomers at \$2.50 per month each (2 occupants to room). Everything furnished.

MRS. ROBERT NEVILLE can accommodate 25 boarders at \$4 per week, or \$15 per month.

PICKARD'S HOTEL, Mrs. L. M. Harper & Sons, Proprietors, can accommodate 25 boarders at \$18 per month. Room and board furnished at \$20 to \$25 per month. Everything furnished.

MR. W. B. SORRELL can accommodate 4 roomers (2 occupants to room) at \$2 per month each. Roomers will be expected to look after their own rooms, and furnish their own towels.

MRS. W. H. RHODES can accommodate 20 boarders at \$10 per month; 12 with room and board at \$12 per month. Everything furnished.

MRS. L. E. WEEDON can accommodate 12 roomers (2 occupants to room) at \$2.50 per month each. Everything furnished.



BULLETIN XVIII

A Decade of Educational
Progress

IN

NORTH CAROLINA
1901-1910

ISSUED FROM
OFFICE OF SUPERINTENDENT PUBLIC INSTRUCTION
RALEIGH, N. C., MARCH, 1912

A Decade of Educational Progress in North Carolina, 1901-1910

The following statistical tables have been carefully tabulated from the official reports of the State Superintendent of Public Instruction for the decade 1901-1910. The following is a summary of the facts from these tables, indicative of the progress in the rural elementary public schools during the decade:

1. The annual expenditures for elementary rural schools has been increased from \$1,018,157.34 to \$2,126,695.50, more than doubled.

2. The average term of the rural white schools has been increased from 76 to 93 days, nearly one school month.

3. The value of rural schoolhouses and grounds has been increased from \$1,146,000 to \$3,094,416, nearly trebled.

4. Three thousand four hundred and fifty-six new schoolhouses have been built since 1902, more than one a day for every day in every year.

5. Expenditures for salaries of white rural school teachers have been increased from \$621,927.97 to \$1,126,059.83, nearly doubled.

6. The average monthly salary of white rural teachers has been increased from \$25.39 to \$34.47, and the average annual salary from \$98.77 to \$159.79, an increase of more than 60 per cent in the annual salary.

7. The enrollment in the white schools has been increased from 293,868 to 360,121, an increase of 22 per cent. The total white school population of the State has increased less than 11 per cent.

8. The average daily attendance in the white schools has been increased from 166,500 to 235,872, an increase of more than 41 per cent.

9. The number of rural white school teachers has been increased from 5,570 to 7,047, an increase of 1,477.

10. The expenditures for salaries of County Superintendents have been increased from \$23,596.85 to \$78,071.75; the average annual salary of the County Superintendent has been increased from \$243.27 to \$796.65.

11. The number of special local tax districts has been increased from 18 to 1,167. In 1910 about \$300,000 was raised by local taxation for the rural schools. Nearly \$900,000 was raised by local taxation for the rural and city schools.

12. Since 1905 the number of rural schools having more than one teacher has been increased from 851 to 1,355. No report of this previous to 1905.

13. The number of rural libraries has been increased from 472 to 2,772. In addition, 914 supplementary libraries have been established. These libraries contain 265,752 volumes of well-selected books, costing \$96,870.

14. Since 1907, when the rural high school law was passed, 202 rural public high schools have been established in 93 counties, in which were enrolled in 1911 nearly 7,000 country boys and girls.

These tables also show a corresponding progress in the city schools along all these lines. I have not summarized the facts, however, as to the city schools for fear of making this summary too long.

These facts show that during the past decade there has been continuous progress along all lines in the rural school system of the State. The physical equipment of the schools has been improved until the value of the school property has been trebled, a comfortable new modern schoolhouse having been built for every day in the year. There has been corresponding progress in the equipment of public schoolhouses.

In 1910 more than 2,000 public schoolhouses were equipped with patent desks. A State loan fund for building and improving public schoolhouses, now aggregating about \$600,000, and increasing annually at the rate of 4 per cent in addition to the annual increment from sale of swamp lands, has been established out of the proceeds of the sale of swamp lands belonging to the State Board of Education. This fund will aid materially in taking care of the future needs for building and equipment.

As will be seen from the table and the summary, there has been a continuous increase in the salaries of teachers, annual and monthly; in the salaries of County Superintendents, requiring them to devote more time to better supervision of the schools; a large increase in the enrollment and average daily attendance in the rural schools—much larger per cent of increase in both enrollment and attendance than in the school population—clearly indicating a growth in educational interest and sentiment. The number of rural white teachers has been increased 1,477, and the number of schools having more than one teacher has been rapidly increased each year. This, of course, means a decided increase in efficiency of instruction. There has been a decided increase in the average length of the rural school term. The reports, however, for 1911 and 1912, when compiled, will show a much larger increase in this on account of the increase of the tax for elementary schools from eighteen to twenty cents on the one hundred dollars valuation of property in 1911, which, according to the report of the Corporation Commission, ought to increase the elementary school fund for the year ending June 30, 1912, at least \$350,000.

SUPERVISOR OF RURAL ELEMENTARY SCHOOLS ADDED TO STATE DEPARTMENT.

For the further improvement of the elementary schools we have, through the generosity of the Peabody Board and the Southern Education Board, secured a competent Supervisor of Rural Elementary Schools, giving his entire time, under the supervision of the State Department of Public Instruction, to aiding teachers, County Superintendents and school committeemen in improving the country schools.

INCREASE IN NUMBER AND EFFICIENCY OF NORMAL SCHOOLS.

The normal schools for the preparation and improvement of the teachers of the elementary schools have also been increased in number and efficiency. The elementary schools can not be improved by physical equipment and longer terms alone. It is neither wise nor economical to spend more money on them unless we spend a proportionate amount, at least, at the same time for providing adequate facilities for improving the teachers of the elementary schools in scholarship and special training, so as to enable them to make better schools and justify the increased expenditure of money for larger salaries and longer terms.

SUPERVISION OF TEACHER TRAINING—INCREASED FACILITIES FOR HOME STUDY FOR PROFESSIONAL IMPROVEMENT OF TEACHERS.

For the further professional improvement of the elementary school teachers there has been added to the State Department of Public Instruction a Supervisor of Teacher-Training, who is devoting most of his time to the direction of the County Institutes, County Teachers' Associations and Teachers' Reading Circles. These have been most effective agencies for the improvement, through home study, of the rank and file of the rural school teachers that can not be reached by the normal schools and colleges.

RURAL HIGH SCHOOLS.

In addition to this growth and improvement in the elementary part of our school system during this decade there has been added the frame-work at least of the second story of our public educational structure, by making a reasonable provision for secondary education in a system of State and county rural public high schools. These are necessary to furnish a stimulus and incentive to the elementary schools and a connecting link with the colleges, the university and normal schools. It would not have been wise or economical to have spent all of our money for public education upon the elementary schools before making some proportionate provision for secondary and collegiate education for preparation

for leadership, and for the elevation of the average of intelligence of citizenship above the low level of mere elementary instruction.

In a democracy it is nothing short of a crime to shut in the face of any generation of children the door of hope for equality of opportunity for higher as well as elementary education. Had we waited to complete and perfect the elementary part of our system before beginning, at least, the secondary and collegiate parts of the system, we would have wronged a whole generation of children, we would have been guilty of educational shortsightedness and folly such as no progressive State or country has been guilty of in modern times; we would have doomed a whole generation to a low level of intelligence and citizenship.

PROPORTIONATE DEVELOPMENT OF ALL PARTS OF A COMPLETE EDUCATIONAL SYSTEM.

If our people are wise and just they must construct a complete educational system—elementary, secondary, vocational, collegiate—developing it symmetrically, proportionately and contemporaneously in all its parts according to their ability. This we have been trying to do. If perchance some mistakes have been made in the proportionate development let us correct the mistakes by increasing where the need is greatest, not by destroying or weakening one necessary part to build up another. The educational task of the future is the proportionate development of all the parts of a complete educational system. The State has already laid the foundations and prepared the frame-work of every part of this system. It is able to continue the proportionate development of all its parts.

To put all of the money into the elementary schools, that cover only seven grades of work, and none into the other necessary parts of a complete educational system would be about as wise as to force all the blood of the body into the feet and lower limbs and leave none for the head and other parts of the body. For best results in the growth and development of a complete educational system, as in the growth and development of a man's body, all the parts thereof must grow and develop proportionately at the same time. The following Scriptural quotation is peculiarly applicable to my conception of a complete and adequate school system:

"For the body is not one member, but many.

"If the foot shall say, Because I am not the hand I am not of the body; is it therefore not of the body?

"And if the ear shall say, Because I am not the eye, I am not of the body; is it therefore not of the body?

"If the whole body were an eye, where were the hearing; if the whole were hearing, where were the smelling?

"But now hath God set the members every one of them in the body as it hath pleased Him.

"And if they were all one member, where were the body?"

"And now they are many members, yet but one body."

"And the eye can not say unto the hand, I have no need of thee: nor again the head to the feet, I have no need of you."

This is the Lord's way of growing men, and the same method is illustrated in all the works of creation. Men are wisest when they follow Divine precept and example. Let us not have a system of education that will be all feet or all head, or with feet disproportionate to the head and body. Either would be as great a monstrosity as a man all feet or all head. Let all the parts be developed proportionately and symmetrically in a complete and effective unit, each helping the other and all helping the whole. The man or men upon whom rests the responsibility of the development of an effective educational system must see things clearly, see them whole and see them in their proper proportions.

A SIX-MONTHS' ELEMENTARY RURAL SCHOOL TERM THE NEXT SUPREME NECESSITY.

I believe that a six-months' term in the elementary schools is a necessity now, to maintain the proportion and symmetry of the parts of the whole and to do equal justice to all. The State is, in my opinion, able to provide this without decreasing in efficiency the other important and necessary parts of the system. This then is the next prime necessity in the development of our system, and towards its accomplishment all friends of education should labor unremittingly, unitedly and uncompromisingly.

I believe that the reports for 1912, when compiled, taking into consideration the increase of \$350,000 in the elementary school fund, resulting from the increase of two cents on the one hundred dollars valuation of property in the regular school tax by the act of 1911, will bring the average school term of the State to about five months. The number of counties needing aid from the second hundred thousand dollars for a four-months' school term this year has been decreased by the increased school tax and the increased assessment of property from 66 to 51 counties. In the other 49 counties the length of the rural school term has been largely increased. It is likely, therefore, that we may be easily in sight of a minimum school term of six months at the next meeting of the General Assembly without an unreasonable increase in the State appropriation or tax for the elementary schools.

The three following methods of increasing the elementary school term to a minimum of six months are suggested for careful consideration:

1. The distribution of the entire public school fund from the State Treasury as a State fund, equalizing the school term in every

county, and a sufficient increase in that tax to provide a six-months' term in every district of every county.

2. A continuation of the present plan of retaining in each county the school taxes paid by that county, and a sufficient increase in the special State appropriation for public schools to bring the minimum term in each school district of the weak counties to six instead of four months. This would, of course, necessitate an increase in the State revenues by taxation or otherwise sufficient to meet this increased expenditure.

3. A special State school tax on all property and polls similar to the pension tax in addition to the twenty-cent school tax levied by each county to provide a permanent equalizing State school fund apportioned from the State Treasury, to bring the school term in every school district to at least six months. This would provide a permanent fund, constantly increasing with the increasing wealth and the increasing school population of the State, and would also provide the permanent machinery for raising the money. It would not, therefore, be affected in any way by the biennial scramble for increased appropriations by public institutions of all sorts out of a treasury usually depleted.

The first plan would increase the school fund by increasing the school tax and distributing the whole from the State Treasury as a State tax to equalize school terms in all counties to six months; the second would increase the State tax to increase the State revenue sufficiently to provide a special appropriation to lengthen the school term in all the weak counties to six months; the third would provide a special equalizing elementary State school fund by levying on all property and polls an annual specific special State tax similar to the special tax for pensions. Which is the wiser plan must be determined by the law-makers after careful consideration and calculation. By one plan or the other we can and must bring the term to a minimum of six months as soon as possible without crippling the other important interests of the State. Longer terms could still be provided by local taxation as heretofore.

J. Y. JOYNER,

Superintendent Public Instruction.

TABLE I.
PUBLIC SCHOOL EXPENDITURES.

Year	Rural	City	Total
1901.....	\$ 1,018,157.34	\$ *230,000.00	\$ 1,248,157.34
1902.....	1,196,161.44	240,000.00	1,436,161.44
1903.....	1,293,347.89	290,000.00	1,583,347.89
1904.....	1,391,295.33	375,000.00	1,766,295.33
1905.....	1,426,552.54	529,224.36	1,955,776.90
1906.....	1,480,287.03	810,766.12	2,291,053.15
1907.....	1,680,500.13	773,290.69	2,453,790.82
1908.....	1,876,226.05	1,081,934.14	2,958,160.19
1909.....	2,029,023.77	1,040,236.59	3,069,260.36
1910.....	2,126,695.50	1,052,255.00	3,178,950.50

*Approximate. The State Educational Reports contained no figures for city schools prior to 1902.

TABLE II.
RURAL SCHOOL EXPENDITURES FOR TEACHING AND SUPERVISION.

Year	For Rural White Teachers	For Rural Colored Teachers	For County Super- intendents	Total for Su- pervision and Rural Teaching
1901.....	\$ 621,927.97	\$219,561.39	\$ 23,596.85	\$ 865,086.21
1902.....	707,184.94	238,378.87	34,483.83	980,047.64
1903.....	741,751.45	241,845.44	39,852.45	1,023,449.34
1904.....	771,716.72	234,925.59	49,261.90	1,055,904.21
1905.....	783,823.42	214,951.91	53,024.14	1,051,799.47
1906.....	821,552.69	212,293.85	57,187.01	1,091,033.55
1907.....	902,171.26	224,859.93	62,522.87	1,189,554.06
1908.....	952,445.93	221,826.85	67,183.82	1,241,456.60
1909.....	1,037,442.78	227,512.98	71,910.32	1,336,866.08
1910.....	1,126,059.83	229,519.20	78,071.75	1,433,650.78

TABLE III.

RURAL AND CITY SCHOOL POPULATION AND ENROLLMENT BASED ON CENSUS.

Year	White School Population	Colored School Population	Total	White School Enrollment	Colored School Enrollment	Total	Percentage of Population Enrolled
*1901.....	448,304	219,677	667,981	293,868	141,316	435,184	65.1
*1902.....	454,655	221,958	676,613	314,871	149,279	464,150	68.6
*1903.....	457,654	221,301	678,955	319,682	157,317	476,999	70.2
1904.....	462,639	221,545	684,184	323,599	148,899	472,498	69.1
1905.....	469,646	226,976	696,662	325,290	148,821	474,111	68.1
1906.....	475,477	231,051	706,528	330,780	152,400	483,180	68.3
1907.....	479,195	230,414	709,609	332,962	150,965	483,927	63.1
1908.....	483,915	231,801	715,716	346,575	151,141	497,716	69.5
1909.....	490,710	236,855	727,565	360,775	160,427	521,202	71.5
1910.....	497,077	233,091	735,168	360,121	160,283	520,404	70.8

*The Statistics for 1901-1904, inclusive, are only approximately correct for enrollment. Reports from city schools for these years were not complete.

TABLE IV.

LENGTH OF SCHOOL TERM IN DAYS.

Year	White			Colored		
	Average Term Rural Schools	Average Term City Schools	Average Term in All Schools	Average Term Rural Schools	Average Term City Schools	Average Term in All Schools
1901.....	76	170	86	69	160	79
1902.....	80	170	90	73	164	83
1903.....	82	170	91	76	165	86
1904.....	84	170	93	79	167	89
1905.....	85	171	94	81	168	91
1906.....	86	171	96	82	167	92
1907.....	88	168	99	81	168	90
1908.....	89	166	100	82	163	93
1909.....	93	176	105	81	161	92
1910.....	93	175	105	82	165	94

An examination of the above tables will show an increase of 28 per cent in the length of term of white schools and 20 per cent in the length of colored.

TABLE V.
SCHOOL HOUSES AND VALUE.

RURAL.

Year	White School Houses	Colored School Houses	Total School Houses	Value White School Property	Value Colored School Property	Total Value School Property
1901.....	5,049	2,265	7,314	\$ 883,000	\$ 266,000	\$ 1,146,000
1902.....	5,028	2,236	7,264	950,000	268,000	1,218,000
1903.....	5,000	2,188	7,188	1,025,000	270,000	1,295,000
1904.....	4,999	2,202	7,201	1,168,000	271,000	1,439,000
1905.....	5,011	2,198	7,209	1,390,977	273,368	1,664,345
1906.....	5,053	2,201	7,254	1,610,095	299,859	1,909,954
1907.....	5,106	2,182	7,288	1,876,451	326,823	2,203,280
1908.....	5,104	2,178	7,282	2,170,394	338,277	2,508,671
1909.....	5,189	2,212	7,401	2,487,614	359,384	2,846,998
1910.....	5,156	2,194	7,350	2,706,911	387,505	3,094,416

CITY.

1900.....	40	28	68	485,000	95,000	580,000
1905.....	104	63	167	1,321,135	197,438	1,518,573
1906.....	122	71	193	1,583,500	225,600	1,815,100
1907.....	143	82	225	1,761,229	285,920	2,047,149
1908.....	164	91	255	2,111,861	296,780	2,408,641
1909.....	173	96	269	2,303,926	284,865	2,588,791
1910.....	169	90	259	2,478,610	289,943	2,768,610

The total value of school property in 1901 was approximately \$1,800,000; in 1910 it was \$5,863,026—a gain of \$4,063,026, in ten years.

TABLE VI.
NEW RURAL SCHOOL HOUSES BUILT.

Year	Number of Houses Built, White	Number of Houses Built, Colored	Total Number New Houses Built
1901.....	63	45	108
1902.....	278	51	329
1903.....	295	52	347
1904.....	307	39	346
1905.....	340	49	389
1906.....	359	74	433
1907.....	303	72	375
1908.....	324	80	404
1909.....	284	72	356
1910.....	280	89	369

From 1902 to 1910, inclusive, there was built on an average more than one schoolhouse for every day, including Sundays, during the period.

TABLE VII.
SALARIES OF TEACHERS.

Year	Rural				City			
	White		Colored		White		Colored	
	Average Monthly Salary	Average Yearly Salary	Average Monthly Salary	Average Yearly Salary	Average Monthly Salary	Average Yearly Salary	Average Monthly Salary	Average Yearly Salary
1901.....	\$ 25.39	\$ 98.77	\$ 22.06	\$ 79.85	\$	\$	\$	\$
1902.....	26.78	110.06	22.19	84.54	.....	.....	.....	.....
1903.....	28.36	119.11	23.63	92.39	.....	.....	.....	.....
1904.....	29.04	123.42	22.26	89.04	.....	.....	.....	.....
1905.....	29.46	125.21	21.20	89.08	39.94	341.57	29.62	105.10
1906.....	30.24	130.07	21.78	89.34	41.40	351.91	28.48	107.28
1907.....	31.40	139.28	23.20	94.75	42.00	353.39	30.20	252.97
1908.....	32.24	143.84	22.48	92.35	45.04	374.84	30.20	246.88
1909.....	32.32	149.81	22.92	93.09	42.50	373.69	29.87	240.94
1910.....	34.47	159.79	23.48	95.91	42.72	374.12	30.64	252.45

The figures for city schools can not be obtained for the years 1901-1904, inclusive.

TABLE VIII.
AVERAGE DAILY ATTENDANCE, RURAL AND CITY SCHOOLS.

Year	White Average Daily Attend- ance	Colored Average Daily Attend- ance	Total Average Daily Attend- ance	Per Cent Enroll- ment in Daily Attend- ance, White	Per Cent Enroll- ment in Daily Attend- ance, Colored	Per Cent Enroll- ment in Daily Attend- ance, All Schools
1901.....	166,500	78,700	245,200	59	58	59
1902.....	174,552	80,100	254,652	59	58	59
1903.....	182,500	81,500	264,000	58	57	58
1904.....	189,600	82,900	272,500	59	56	58
1905.....	196,898	83,390	280,288	60	57	59
1906.....	205,517	87,529	293,046	62	58	61
1907.....	208,157	88,795	296,952	62.5	58.8	61.1
1908.....	220,371	88,117	308,488	63.6	58.3	61.8
1909.....	240,879	95,090	335,969	66.7	59.2	64.4
1910.....	235,872	95,463	331,335	65.5	59.5	63.7

The figures for the above report are based on State Educational Reports and may be regarded as accurate, except for the years 1901-'04, inclusive.

TABLE IX.
NUMBER OF PUBLIC SCHOOL TEACHERS.

Year	White			Colored			Total
	No. Rural Teachers	No. City Teachers	Total	No. Rural Teachers	No. City Teachers	Total	White and Colored
1901.....	5,570	480	6,050	2,401	212	2,613	8,663
1902.....	5,750	492	6,242	2,405	220	2,625	8,867
1903.....	5,920	510	6,430	2,407	225	2,632	9,062
1904.....	6,130	690	6,820	2,409	250	2,659	9,479
1905.....	6,260	745	7,005	2,413	269	2,682	9,687
1906.....	6,316	870	7,186	2,367	318	2,685	9,871
1907.....	6,477	961	7,438	2,373	335	2,708	10,146
1908.....	6,650	1,125	7,775	2,402	373	2,775	10,550
1909.....	6,926	1,203	8,129	2,444	384	2,828	10,957
1910.....	7,047	1,322	8,369	2,393	400	2,793	11,162

Total gain in teachers for ten years, 2,499.

Prior to 1905 the State reports did not give the number of teachers. The figures for 1901-'04, inclusive, are therefore only approximately correct, based as they are, partly on the United States Census of 1890, and partly on data obtained from newspapers of the period.

TABLE X.
AVERAGE ANNUAL SALARY OF COUNTY SUPERINTENDENTS.

Year	Average Annual Salary
1901.....	\$243.27
1902.....	355.50
1903.....	407.57
1904.....	501.41
1905.....	546 64
1906.....	589 35
1907.....	644.56
1908.....	692.62
1909.....	725.22
1910.....	796.65

An examination of the above table will show that the average annual salary of County Superintendents has more than trebled during the decade.

TABLE XI.
LOCAL-TAX DISTRICTS.

Year		
1900.....	Number local-tax districts.....	18
1904.....	".....	227
1905.....	".....	329
1906.....	".....	423
1907.....	".....	587
1908.....	".....	687
1909.....	".....	975
1910.....	".....	995
1911.....	Total number in State January 15.....	1167

TABLE XII.
GROWTH IN SCHOOLS HAVING MORE THAN ONE TEACHER.

Year		
1901.....	Number of schools having more than one teacher.....	
1902.....	".....	
1903.....	".....	
1904.....	".....	
1905.....	".....	851
1906.....	".....	950
1907.....	".....	1,013
1908.....	".....	1,139
1909.....	".....	1,251
1910.....	".....	1,355

TABLE XIII.
RURAL LIBRARIES.

Year	Number of Libraries Established	Number of Supplemental Libraries	Volumes in Libraries	Total Expenditures for Libraries
1902.....	472		39,648	\$14,160
1904.....	434		36,456	13,020
1906.....	399		33,516	11,970
1908.....	342		28,728	10,260
1910.....	528		44,352	15,840
1911.....	597		50,148	17,910
1903-1911.....		914	32,904	13,710
Total.....	2,772	914	265,752	\$96,870

The library law was passed in 1901, and the law creating supplemental libraries was passed in 1903. The State appropriates \$7,500 every two years for libraries, which allows six original and six supplemental libraries to each county for the biennial period. The State gives \$10 toward an original library, and \$5 toward a supplemental, the county and district each giving a like amount. Thus an original library costs \$30, and a supplemental costs \$15.

TABLE XIV.
GROWTH OF TOWN AND CITY SCHOOLS.

Year	Names of Towns and Cities	
1875-1899.....	Greensboro, Raleigh, Salisbury, Goldsboro, Durham, Charlotte, Wilmington, Winston, Reidsville, Asheville, Concord, Statesville, Shelby, Tarboro, Wilson, Murphy, High Point, Washington, New Bern, Waynesville, Selma, Kinston, Albemarle, Mount Airy, Gastonia, Marion, Cherryville.....	27
1901.....	Burlington, Lexington, Thomasville, Guilford College, Enfield, Sanford, Rockingham, Rocky Mount, Pilot Mountain, Wesley, Monroe, Swan Quarter, Westfield, Henderson, Mount Olive.....	42
1903.....	Graham, Morganton, Lenoir, Pelham, Hickory, Edenton, Fayetteville, Oxford, Scotland Neck, LaGrange, Williamston, Roxboro, Greenville, Hamlet, Maxton, Roper, Granite, Hope Mills, Hendersonville, Asheboro, Plymouth, Wilkesboro.....	64
1905.....	Smithfield, Haw River, Aulander, Franklinton, Louisburg, Ruffin, Youngsville, Rhodhiss, Weldon, Troy, Randleman, Clinton, North Wilkesboro, Lenoir, Mooresville.....	79
1907.....	Biscoe, Bryson City, Cameron, Elizabeth City, Gibsonville, Glen Alpine, Hendersonville, Lilesville, Highland, Iola, Madison, Mocksville, Pinnaele, Roanoke Rapids, Rutherfordton, Swan Quarter, Wadesboro, Windsor, Wise, Zebulon.....	99
1909.....	Beaufort, Belhaven, Chapel Hill, Columbia, Dunn, Elkin, Enfield, Franklin, Kernersville, King's Mountain, Laurinburg, Littleton, Marshville, Milton, Mt. Holly, Old Fort, Troy, Wakelon, Warsaw.....	118

TABLE XV.
PER CAPITA AMOUNT AVAILABLE FOR EACH CHILD.

Year	Rural	City	North Carolina
1901.....			
1902.....			
1903.....			
1904.....			
1905.....	\$1.93	\$5.66	\$2.42
1906.....	2.03	5.80	2.63
1907.....	2.30	5.82	2.85
1908.....	2.59	6.36	3.25
1909.....	3.88	8.32	4.69
1910.....	3.92	9.05	4.82

The figures for the years 1901-1904, inclusive, are not given because of their inaccuracy.

TABLE XVI.
PUBLIC HIGH SCHOOLS.

Year	Number of High Schools	Number of Pupils Enrolled	Expenditures	Number of Schools Having Four-Year Course	Number of Schools Having Less Than Four- Year Course
1908.....	145	3,949	\$91,415.99	9	136
1909.....	160	5,282	112,985.63	2	158
1910.....	170	5,775	127,054.88	10	160
1911-'12.....	202	6,514	137,666.58	20	182

The public high schools went into operation in the year 1907-1908.

NOTE.—In Table XVI above, the figures given are for the school year ending June 30th of the year indicated. For the year ending June 30, 1911, there were 177 public high schools instead of 202, and the number of schools having less than a four-year course should be 157 instead of 182. For the current year, 1911-'12, the number of public high schools in operation is 202. The statistics for this year will not be available until June 30.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN

N. W. WALKER, Editor.

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VOL. III.

FIFTY CENTS A YEAR.

NO. 3.

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Society recognizes, in general, two distinct requirements as to the education of its members which are necessary to its own proper development, namely, satisfactory, universal, mass intelligence, and a continuous and sufficient supply of exceptional ability. The first of these conditions the existence of the state; the second, its progress. The intelligence of all its members must be kept at so high an average as shall prevent deterioration; the intelligence of a few of its members must so far reach above the average as to insure progressive leadership. In consequence there are to be seen everywhere two phases in the provision of public education, the compulsory phase and the opportunity phase. These in turn impose the DUTY of education on the one side and extend the PRIVILEGE of education on the other.—

DR. ARTHUR C. PERRY: *Problems of the Elementary School.*

JULY, 1912.

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin.

VOL. III.

FIFTY CENTS A YEAR.

NO. 3

THE COUNTRY SCHOOL OF TO-MORROW*

In Which Young and Old will be Taught in Practicable Ways
How to Make Rural Life Healthful, Intelligent, Fruit-
ful, Recreative, Beautiful, and Joyous.

BY FREDERICK T. GATES

(Chairman of the General Education Board)

Thrown on a screen at a recent conference on rural life was a series of photographs of country school houses in various states, taken by superintendents of rural schools. A few were neatly constructed and about them were pleasant grounds. The larger number were small, one-roomed structures set on pegs, weather-blackened, window-smashed, often with wrecked entrance steps and lockless door; for chimney, a length of stove-pipe thrust through one side or back; for furniture, a perpendicular combination of bench and desk, well fitted to be an engine of torture. Improvement of the grounds had rarely been conceived. On the contrary, the original picturesqueness of wild nature had been defaced and belittled. From November onward, for three to seven months, somewhat less than one half of the school population of the district may be found there, usually taught by a young girl, often a last year's older pupil of this or a neighboring school. Enter, and you shall see her painfully teaching her class to read sentences of English, quite likely as one would pronounce the successive words in the perpendicular columns of a spelling book. Such in the main, we were told, are very many of the rural district schools of the South, and similar are many in the Northern States.

Continuing the series of pictures, the inspectors and physicians of the Rockefeller Sanitary Commission came forward. They had caught the schools in session, and photographed teacher and pupils, grouped in front of the school house. In some instances all, teacher and pupils alike, were suffering from hookworm disease. Their emaciated, mis-

*Reprinted from *The World's Work* for August, 1912, by kind permission of the editors.

shapen, or bloated bodies, their sad, pale, listless, hopeless faces, marked with habitual suffering, faces which no art could charm into a smile that would not be ghastly, told the story of disease and neglect. There are well nigh or quite two million of these children in the South, between six and sixteen years of age, weighed down, arrested, and stunted physically and mentally by this disease, many thousands each year finding relief from it in death. This number must be multiplied by the indirect toll of increased fatality in other diseases, traceable solely to this complication. Sixty thousand people, most of them children, have already been treated in North Carolina alone, and the work has been conducted systematically in a few counties only. Here is a word picture, drawn by one of the State Superintendents of the Rockefeller Sanitary Commission, of the crowds, often numbering several hundreds, which throng his improvised dispensaries:

"The people came from far and near, from all stations in life. They come on trains, by boat, in wagons, carts, and buggies. Many come on foot from ten to twenty miles. Some, too weak to make the journey and falling by the wayside, are picked up by passing vehicles and brought in. Some, unable to stand or sit, are brought in on stretchers. The results following the treatment are indeed marvelous. A gain in weight of a pound a day is common. To see the crowds, to witness their transformation from invalidism, wasted ambition, and poverty to health, happiness, activity and prosperity, brings to one's mind the miracles of the New Testament, and the healing of the multitude."

The inspectors, not confining their work to hookworm disease, have given all the children in many schools a general physical examination. They report 40 to 60 per cent. of the children defective and more or less disabled from other preventable and curable ailments.

MISERIES OF RURAL LIFE

The Farm Demonstrators of the General Education Board, of which there are several hundreds in the South, complete the series of pictures of rural life in the more neglected sections—of worn out soil, inefficient cultivation, scanty crop, abandoned field overgrown with bushes, deeply washed and

gullied hillside, rotten orchard, sprawling fence, tumble-down houses, with unkempt and littered surroundings. The picture is emphasized by contrast. Growing side by side were shown in the same picture on one hand the thin, scant, meagre crop of the one-mule farmer, and the rich, luxuriant, bountiful harvest of the farm demonstrator, in the same field.

Such are the pictures too often found among our everywhere neglected rural folk—among people of our own land, of our own blood, of Anglo-Saxon lineage and intelligence. To me they tell a story unmatched in pathos, resistless in appeal. No one can look on scenes like these and turn lightly away. One is bound to pause and to muse while the fire burns. For this condition of things exists today and now, in spite of the fact that, for decade after decade, these people have enjoyed the advantages of a common school system, of county and state superintendents of public instruction, of normal schools, of high schools in all the centres, of Christian colleges founded by denominational zeal, of state universities supported by taxation, the whole supplemented by agricultural and mechanical colleges founded by the United States Government. Also, from the viewpoint of rigidly orthodox Puritan Christianity, these communities have been made Christian statistically in larger percentage than any other equal portion of mankind.

Here, then, is a vast, various, costly educational system of a Christian people, unrelated directly or in any effective way even indirectly to the earthly life and needs of those for whom it exists and by whose sacrifices it is, in the main, supported—a putting asunder of what God hath joined together, *disastrous alike to both*. Here are shepherds and there are sheep, suffering from hunger, devoured and torn by wolves, and neither knows the other. Can shepherds and sheep be brought together in mutual love and service?

A VISION OF THE REMEDY

Is there aught of remedy for this neglect of rural life? Let us, at least, yield ourselves to the gratifications of a beautiful dream that there is. In our dream, we have limitless resources, and the people yield themselves with perfect docility to our molding hand. The present educational conven-

tions fade from our minds; and, unhampered by tradition, we work our own good will upon a grateful and responsive rural folk. We shall not try to make these people or any of their children into philosophers or men of learning or of science. We are not to raise up from among them authors, orators, poets, or men of letters. We shall not search for embryo great artists, painters, musicians. Nor will we cherish even the humbler ambition to raise up from among them lawyers, doctors, preachers, politicians, statesmen, of whom we now have ample supply. We are to follow the admonitions of the good apostle, who said, "Mind not high things, but condescend to men of low degree." And generally, with respect to these high things, all that we shall try to do is just to create presently about these country homes an atmosphere and conditions such that, if by chance a child of genius should spring up from the soil, that genius will surely bud and not be blighted. Putting, therefore, all high things quite behind us, we turn with a sense of freedom and delight to the simple, lowly, needful things that promise well for rural life. For the task that we set before ourselves is a very simple as well as a very beautiful one: to train these people as we find them for a perfectly ideal life just where they are—yes, ideal, for we shall allow ourselves to be extravagant since we are only dreaming; call it idyllic, if you like—an idyllic life under the skies and within the horizon, however narrow, where they first open their eyes. We are to try to make that life, just where it is, healthful, intelligent, efficient to fill it with thought and purpose, and with a gracious social culture not without its joys.

EVERY INDUSTRY IN A CURRICULUM

Let us take, for illustration, as the rural school unit, a territory or township perhaps six miles square, thirty-six square miles, containing some twenty-five thousand acres and at present one hundred and fifty families or more. We shall need a group of school buildings, and these we will place as near the centre as possible and for the more distant pupils arrange daily conveyance in groups. We shall need very ample grounds, many acres. We will return to this, for just now we prefer to conceive our school grounds in the ultimate

purpose of our work as embracing the entire township, since our school in its aim includes everybody, old as well as young; it is to be in session all the year round, and everyone shall have something yet to learn before him. Every industry in the district finds place in our curriculum. Every kitchen, barn, dairy shop, is a laboratory for our school. The growing crops, the orchards, the vineyards, the gardens, the forests, the streams, the domestic animals, nay, even the tools of every farm, are part of our scientific equipment. The horizon forms the walls of our museum of natural history and the sky its roof, and all the life within is material and specimen for our study.

HEALTH THE FIRST LESSON

Our first plans shall be our health, as the basis of all well being and well doing. We shall ferret out the local causes of ill health in the family and in the community, also in plant and animal life. We shall call to our aid, of course, the experts, from the chemical and agricultural colleges and universities, our schools of forestry and of veterinary medicine. They shall examine and report. They shall lecture and demonstrate before us and be in constant correspondence with us. We shall submit to them our too difficult problems and they shall solve them for us.

Closely associated with health is the daily supply of food. "I was an hungered, and ye gave Me meat." It should be sufficiently varied, regularly provided, suitably and appetizingly cooked. Every girl and every boy shall be taught what to eat, how to eat, and how to cook. At least three times a day throughout his life, every one of us must eat, and the question of healthful and nutritious diet is perhaps the most important single question in life. Nor lives the man to whom this very thing is not by Providence designed to be no inconsiderable part of his daily satisfactions. The dear old lady came much nearer the heart of things than many a divinity professor when, being about to pass to her reward and her pastor asking her which of the divine mercies she felt, at such a time, to have been most precious, she replied, "Well, I have always enjoyed my victuals."

Then comes the question of shelter. "I was a stranger and

ye took Me in." We shall teach all that it is necessary to know about the sanitation of a home, from cellar to garret, the need of spotless cleanliness within it, of neatness, taste, and beauty about it. We shall show the value of ventilation, light, warmth and the best methods of securing them. We shall study the question of drainage, sewage, the disposal of waste, the water supply, infection, its source and prevention. We shall plan model kitchens and model sanitary arrangements, model rural homes. We shall render the home and all its surroundings tasteful, comfortable, and healthful.

The matter of clothing shall not be neglected. "Naked, and ye clothed Me." We shall study cloth, its method of manufacture, tests of its quality. Every person shall be able to distinguish between the spurious and the genuine and to calculate economy in clothing to a nicety. Every girl shall be taught to cut, fit, and make with her own hands the ordinary clothing of the family. The matter of sanitary clothing is not unimportant. We call to mind that for a century past, one *Titanic*, at least, full of children, with some adults, has gone down every month in the South, for lack of knowledge of a few simple facts about the hygiene of rural homes and their surroundings, and for lack of proper clothing for the feet of the children. Our work on hygiene shall be very thorough, penetrative, and persistent, North as well as South. We shall have periodic examinations of all the members of our school by qualified experts. We shall teach the hygiene of the various members of the body, the hygiene of the eye, the teeth, the digestive system, the hygiene of sex, of marriage, of infancy, of age. "I was sick and ye visited Me."

LESSONS IN FARMING

So much for health, for food, for clothing, and for shelter. But rich delights still remain to us. We have only as yet laid the foundations. We are now prepared to teach these children to conquer and to harness nature within their horizon to their service and to the service of the world. The farm demonstrators of the General Education Board in the South are securing on demonstration farms in each state about double the average yield of cotton per acre. Their knowledge of seed selection and cotton culture, if universally

applied, would double the cotton crop and bring to the cotton raiser at the very least \$240,000,000 added profits annually. One remarks in passing that this possible increase of \$240,000,000 net profit on cotton alone in one year is perhaps four times the entire money value of all the property which all the institutions of higher learning in the cotton belt have amassed in two generations, so complete is their isolation from the life and interests of the people.

The corn clubs of the General Education Board are demonstrating throughout the South that from two to five times the present annual yield per acre may be won from the soil. The same is possible of potatoes. The canning clubs of the same Board are showing profits of from \$100 to \$250 per acre for the girls of the family. It is very certain that scientific farming, conducted as a business, will multiply the annual net profits of the Southern farmer by at least four. It was a Southern state—North Carolina—that won at the Paris Exposition the first prize for the best apples in the world. In our dream, every horizon, from Virginia to Texas and from Maine to California, shall be studied with regard to its possibilities, both in abundance and variety of products; and similar climates and soils the world over, including the Orient, shall be explored and ransacked for adapted fruits, vegetables, grasses, cereals of value.

We are perhaps ready now to go back to our central school, with its very ample grounds. Ample they will need to be, for the school itself is to be, within the limits of child life, a microcosm of the life of the whole community. Not, indeed, of the life of the community as it is, for the adult population for a time will lag far behind the children. Our school shall be a picture in little of the community as it is to be, in what we called its ideal, its idyllic life. The children themselves shall form a community, with allotments and employments, a common social and perhaps common manufacturing and commercial life of their own, on these ample grounds. They shall perform for themselves, under the guidance of skilled instructors, those agricultural operations as arts which the best science of agriculture shall prescribe. They shall all be demonstrators of the highest achievable results in field, garden, kitchen, sewing room,

orchard, vineyard, pasture, dairy, lawn, and meadow, not forgetful of the flowers and of the beauty of the landscape.

TEACHING WHAT CHILDREN WANT TO KNOW

As for the school house, we cannot now even plan the building, or rather, group of buildings. Quite likely we would not recognize the future group if the plan were put before us today, so different will it be from the traditional school house. For of one thing we may be sure: Our schools will no longer resemble, in their methods and their discipline, institutions of penal servitude. They will not be, as now, places of forced confinement, accompanied by physical and mental torture, during six hours of the day. Straitjackets, now called educational, will no longer thwart and stifle the physical and mental activities of the child. We shall, on the contrary, take the child from the hand of God, the crown and glory of His creative work, by Him pronounced good, and by Jesus blessed. We shall seize the restless activities of his body and mind and, instead of repressing them, we shall stimulate those activities, as the natural forces of growth in action. We shall seek to learn the instincts of the child and reverently to follow and obey them as guides in his development; for those instincts are the Voice of God within him, teaching us the direction of his unfolding. We will harness the natural activities of the child to his natural aspirations, and guide and help him in their realization. The child naturally wishes to do the things that adults do, and therefore the operations of adult life form the imitative plays of the child. The child lives in a dreamland, full of glowing hopes of the future, and seeks anticipatively to live today the life of his manhood.

So we will organize our children into a little community and teach them to do in a perfect way the things their fathers and mothers are doing in an imperfect way, in the home, in the shop, on the farm. We shall train the child for the life before him by methods which reach the perfection of their adaptation only when the child shall not be able to distinguish between the pleasures of his school work and the pleasures of his play.

NO MORE BRANDING WITH THREE R'S

But how about the three R's? The moment we cease to pursue the three R's as abstract ends, disassociated with anything which the child has experienced, and bring them forward only when and as the child needs to use them in his business, he will pick them up as readily as ball and bat. We are under no extreme necessity of penning children in a room and chaining them to a bench and there branding the three R's upon them. The difficulties of school life, disciplinary and otherwise, are of the teacher's making. They belong to a false method that has become traditional. How do we teach children to use carpenter's tools, for illustration? By studying pictures of these tools in books or by putting the tools themselves into the hands of the children, with material to work upon, and things to make? Precisely so with the three R's. They are nothing in the world but tools. Give them to the children as tools that they now need in something definitely put before them, and they will learn to use them easily and naturally.

THE SCHOOL A CO-OPERATIVE DEMOCRACY

But the life is more than meat, as the body is more than raiment. It is in the souls of the children that our purpose rests. Nature studies shall acquaint every child with all that he can take in of that portion of nature which lies about him, in the waters below him, in the clouds and skies above him. The children shall learn the names of all the trees, their leaves, the peculiarities of their branching, their methods of growth, their value and use; the names also of all the wild birds, their songs and their habits. Curiosity shall be around about the mysteries in the waters, in the fields, and in the forests. Insect life not less than plant life shall disclose wondrous secrets to their eager eyes, so that the minds of the children shall be filled with interesting themes of thought, and their glance, wherever it falls, shall beam with intelligence and inquiry. So the children shall be kept from torpor and vacancy of mind. The breath of life shall be breathed into their clay, and they shall at last become living souls.

Ruskin has somewhere said that education does not con-

sist in teaching people to know what they do not know, but in teaching them to behave as they do not behave mentally, morally, physically, socially. In our little microcosm of life, the children shall form an ideal society. Their life shall be developed and perfected individually through a close-knit social life. The child shall not be riveted to his separate spot; he shall not be forbidden to speak or to whisper; he shall not be warned not to afford help to any unfortunate near by; the instinct to render first aid to the injured, so to speak, shall not be repressed. Far from that, the first social principle of our school shall be to encourage the children to aid each other as freely as possible. Indeed, much of the teaching will be done under supervision by means of mutual assistance of the pupils. Doubtless the pupil groups will have their own pupil captains, as they have their baseball captains. This free social life of the children during all the hours of the school, conducted mainly out of doors, will form an ideal laboratory of manners and of character, affording opportunity for the sweetest social culture, courtesy, helpfulness, gentleness, deference, truth, reverence, honor, chivalry. These virtues shall form the breath and atmosphere of our child community.

THE ART OF RECREATION

A new science or a new art, just now in process, perhaps not yet come to self-consciousness, shall be fully developed for our schools—the art of recreation for young and old, for all pursuits, for all seasons, for both sexes, indoors, out of doors. Some sweet, healthful, happy, adapted recreation shall enter into the programme, not occasionally, but every day, for young and old alike. Ultimately, there will be professors of popular recreation. They shall be sent to us from the colleges, to teach us the ways of relief from strain and tedium, precisely adapted. And all together we shall have our weekly half holiday for community recreations.

Beauty, too, we shall cultivate no less than recreation. It is delightful to know that the sense of beauty in sight and sound is instinctive in mankind, ineradicable, fundamental as hunger, deeper than intelligence it lies in our physical being, and runs down from mankind through many orders

to the very insects. The sense of beauty in our rural children, as yet almost uncultivated and undeveloped, is a promising field of joy and blessedness. Accordingly, there shall be music, vocal and instrumental. We shall have an orchestra, if possible a band, a chorus—and dancing shall be taught in utmost grace of movement, beginning with the littlest children, singly and in groups. The laws of beauty are indeed little known as yet, but scenes of beauty shall everywhere be pointed out and analyzed and dwelt upon to the full, and the art of drawing them shall be offered to all, as a means of close observation, of analysis, and of more perfect recognition and enjoyment of beauty.

So we have brought our little community at last to art and refinement. Such a people will demand literature and a library of their own. And when they begin to select and to read good books for themselves, our task will be done. We may leave them then, I think, to their natural local leaders. We have taught them how to live the life of the farm, of the fireside, of the rural community, to make it healthful, intelligent, efficient, productive, social, and no longer isolated. We have awakened sluggishness to interest and inquiry. We have given the mind, in the intelligent conduct of the daily vocation, in the study and enjoyment of nature, material for some of the joys of the intellectual life. We have trained the eye for beauty, the ear for harmony, the soul for gentleness and courtesy, and made possible to these least of Christ's brethren the life of love and joy and admiration. We have made country life more desirable than city life and raised up in the country the natural aristocracy of the nation.

Such is our dream. Must it be altogether a dream? Surely, it ought to be and, therefore, will be realized, if not in its processes—and I have described processes at all mainly for pictorial effect—certainly in its results. If it be an achievement beyond our present civilization, then our more enlightened and capable children will certainly accomplish it. Come, in the end, it must and will.

But the cost? The cost in money will be limitless. The farm demonstrations of scientific agriculture in the South are showing average gains of \$10 to \$30 per acre on soil cultivated by demonstration methods. The farmers them-

selves, therefore, could well afford in the end to pay the expense. The railroads alone could do it, out of their increased traffic created thereby. A selected group of manufacturers, another group of exporters and importers, another group of wholesale merchants, another of retail merchants, could each afford to pay the whole expense, as a commercial investment for profit. And so the state, by general taxation of land, industry, trade, and commerce (for all would be alike benefited) could well afford to foot the bill; or the group of states forming the nation could individually pay.

UTILIZING THE COLLEGE-BRED YOUTH

We shall have to look to our colleges and universities to furnish teachers. We have elaborate and effective apparatus, worked with fervid zeal, for the world-wide extension of our civilization. Also, for the extension downward of the blessings of civilization through the masses of our own people, we have powerful, costly, and effective apparatus, educational and religious, all being run with much acclaim. But the machine, as we have seen, seems to be running on the reverse gears. Instead of carrying the fruits of civilization downward to the homes of the people, the system as now run is accurately adjusted to take out of the homes of the people a few of the choicer youths, to civilize these and to carry them to the top, there to group and cohere as social cream. Thus, the common school is adapted to select pupils for the high school. The high school is adjusted to select and send up fourteen units required for college entrance by the Carnegie pension system. The college, in turn, finds its ends in the sheepskin and the cap and gown.

The ancient scribes of Jerusalem likewise, not a religious order like the Pharisees, were a learned order. They were graduates of one or the other of the two ancient seats of learning at Jerusalem, founded in the days of Nehemiah. Their long robes were, in fact, the academic gown—then, as now, the badge of learning. Beware of the scribes, who desire to walk in academic gowns and receive salutations in the marketplaces and the chief places in the synagogue and the first places at social functions. Their learning, their doctors' degrees, their academic gowns, find their end in

livelihood, in personal distinction, in social advancement, and not in the enrichment and uplift of the common life. Such was Christ's criticism of the formal learning of His day. The usefulness of the college too often ends quite precisely when and where it ought to begin. The shepherds are trained but the sheep go shepherdless. When the spirit of education shall be changed, as it will be, then the direction in which the machine works will be reversed, and the colleges will studiously employ themselves in carrying civilization with all its blessings downward to the people on the soil. If schools of rural life spring up in numbers, the colleges will not be slow to adopt them and to nourish them with all that is best and most helpful from their ample store. Our leading educators are eager to escape from outworn traditions, in which they are enmeshed. The college campus will extend to the boundary line of the state, so as to include all of its industries, its farms and its households. Some changes there will be, perhaps, in the curriculum, some additions, quite likely in the direction of applied science, some transfers of emphasis, no lowering, but rather full high advancing of standards of scholarship, culture, discipline, research, because all will be dedicated to high and rewarding ends.

In the state of Wisconsin, now perhaps the best governed of all our states, the University writes the laws that go on the statute books, University professors guide and control the main departments of state administration and inquiry; there is no limit to the financial resources which a grateful people are placing at the disposal of learning, thus consecrated to the service of the commonwealth. Our more ancient seats of learning pride themselves justly on their antiquity, on their dignity, on the reverence in which they are held, on the great names that have been and are associated with them. But it is yet theirs to reign over empires now undreamed; to inherit a kingdom that has awaited them from the foundation of the world; to write the laws of obedient states; to know the love of a reverent, grateful, and generous people; to

*"Scatter plenty o'er a smiling land
And read their history in a nation's eyes."*

A CONSTRUCTIVE PROGRAM FOR THE TRAINING OF PRINCIPALS AND SUPERINTENDENTS*

H. W. CHASE, PH. D.

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No one who keeps at all in touch with educational affairs today can avoid being impressed by the fact that our whole educational system is in the midst of a period of upheaval and change. From every side come expressions of dissatisfaction with our old educational forms and methods. The last decade especially has been marked by such discontent — and it is not lessening, but a growing discontent. Our education, we are told, is undemocratic — it favors the few at the expense of the many. It is not efficient — too many pupils fall by the way. It is too formal — it is not in touch with real life. It is too rigid — it does not allow enough for individual differences. The educational reformer of narrow vision is abroad in the land, with his one pet scheme warranted to cure all our educational ills overnight. Never were educational questions so much discussed, never were there such differences of opinion among practical teachers on the most fundamental matters.

Now if the history of education teaches us anything, it is that educational systems must in the long run change in accordance with the changing ideals of society. No system of education has ever long survived unchanged a change in social conditions as thorough-going as has taken place in this country in the last generation, and is still taking place. Educational institutions are not a thing apart — they are social institutions, and they must in the long run change as other social institutions change. Our systems of education are criticized today largely because of the feeling that they are out of touch with social conditions. The educational reforms that are proposed are suggested because it is believed that they will restore the close contact between education

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and life. So, if we look at the reforms that are proposed, we cannot avoid being struck by the fact that, almost without exception, they are in the direction of greater complexity and specialization in education. Agricultural and industrial high schools, the breaking up of rigid schemes of gradation, the introduction of elective subjects, of special classes for backward children, are only a few out of the great number of instances in point that at once suggest themselves. Education is bound to proceed along lines of greater complexity and specialization, just because society is proceeding along those lines. Greater social complexity means greater educational complexity, just as truly as increased wealth and prosperity mean higher standards of living.

Again, from the point of view of educational theory, the past generation has witnessed, for the first time in history, the beginnings of a true science of education, based, not on conflicting opinions and theories, but on the accumulation of a considerable body of facts which have been demonstrated. One illustration must suffice: the best educational opinion has long recognized that any rational system of education must be based on the nature of the developing individual himself — educational subjects and methods must be adapted to his stages of development. This, I say, has long been recognized in a general way, but it is only recently that any beginning has been made of a thoroughly scientific study of these stages of development. Thanks largely to the work of our own American investigators, we are coming now to know a little something of the various stages of development from childhood through adolescence. Such knowledge is perhaps the most vital of all in the organization of a rational system of education, and yet scientific study of the question is so recent that most of those who began it are still in the full vigor of their work. Such a body of sound educational fact is bound to grow, and, just as it grows, it will become more and more important that the intending teacher be put in possession of it.

Here, then, as I see it, is the situation in which education

finds itself today. On the other hand, greater social complexity is slowly but surely resulting in greater educational complexity. On the other hand, there is an accumulating body of educational fact which must be transmitted to the intending teacher, otherwise the gap between the educational leader and the teacher in actual work, already far too wide, will broaden until each side loses the other from view. In short, the situation is rapidly reaching a stage where the turning loose each year of a body of teachers who have practically no knowledge of the problems they have to face will be the most serious danger which education in this country has to meet. As any art grows in complexity and as knowledge of it increases, the period of apprenticeship for those who would practice that art must be increased. The proper training of a teacher today means vastly more than it did a generation ago; it will mean vastly more ten years from now than it does today. So long as education fitted for life in rather simple social conditions, so long as the body of educational fact to be learned was small, the training of a teacher was rather a simple matter. Today it is becoming more and more a matter of vital importance that teachers should be adequately trained, if our system of public education is not to break down in its great function of fitting for life under the changed conditions of today.

If I seem to have dwelt too much at length on the necessity for the training of teachers, let me plead my desire to bring before you the fact that such training must, to fit for future conditions of complexity and specialization, be fundamental and thorough-going. Especially is this true for principals and superintendents—for these leaders in the field of education no mere empty knowledge of pedagogical formulae, such as fill too many of our educational texts, will suffice. Nor is a mere rule-o'-thumb knowledge of methods and devices enough. The intending teacher must lay the foundations of his knowledge broad and deep—he must have a chart and a compass to guide him on the stormy seas he must navigate. Let me then indicate briefly what seem

to me the essentials of such a training. As to what I shall say of this matter, you will find in it nothing that is revolutionary. It is, I believe, in accord with the best educational opinion of the time. It is in general such training as is recommended by the Report of the Committee of Seventeen of the National Educational Association, by Ruediger in his "Principles of Education," by Brown in his "Training of Teachers for Secondary Schools."

First, the professional training of the principal or superintendent should rest on a basis of at least two years of college work. No distinctly professional work should be given in Freshman and Sophomore years. The student needs these two years to find himself, he needs them to acquire a broad basis for later work. He needs the added maturity and growth which they give. He needs the study of a wide range of subjects, English, history, mathematics, language, science, that he can get only by at least two years of undivided attention to academic work. By the end of his Sophomore year he should have determined what subjects he wants to teach, if he is aiming at a principalship, and should continue work in these subjects, at least two, during his entire course. No amount of professional training can make an effective teacher if he does not know the subjects he is to teach. This plan would also in general hold for intending superintendents, who in the majority of cases start as teachers. Or, in case a more special training for the superintendent's work seemed desirable, a range of subjects, including economics, sociology, philosophy, logic, ethics, might be required. The intending teacher should also take as much work in such subjects as time permits. Their bearing on educational questions is indirect, but it is none the less very fundamental if one is to take and keep a right point of view toward education. A course in psychology should, of course, be required of all. The intending teacher must, above all things, avoid narrowness. Only out of a broad mind and a full heart does effective teaching come. The educational leader must be a cultured man, a man of broad education, a man to whom

the best in the community will naturally look for leadership. I believe that we could make few worse mistakes in training teachers than the mistake of premature specialization.

Besides this academic course, there should be, second, a distinctly professional course of study. This course should be begun not earlier than the third year of college, and should continue for at least two years, taking half or two-thirds of the student's time, the remainder to be devoted to academic work, as already indicated. It should consist of two groups of subjects, with rather different aim and content.

First, a group of courses designed to give the student a fundamental and systematic point of view toward educational problems. Here belongs the History of Education — taught not merely as a list of educators with the details of their systems, but to show the gradual development of educational conceptions, the close relations between the social ideals of a people and their educational ideals, and the constant effects of one on the other, the constant change of the one as the other changes. The educational systems of today can be understood only in the light of those of the past and these again can be understood only as embodying the social ideals of the past. Such a course ought of course to stress the development of American education — the social and intellectual forces which it reflects. It ought, under our conditions, to stress also the development of education in the South, and the forces which have made it what it is.

Here belongs also a course in what we may call the Principles of Education — a discussion of the aims and values of education. Educational aims are determined, not by education itself, but by society. It is of the utmost importance that the teacher have some conception of the social forces which go to shape education, and which education attempts to shape. What, in a democracy like ours, are the fundamental social values which education must seek to transmit? How far can education really make for progress in society? Does social progress come more from a training of the leaders or of the body of the people? I have

said that educational institutions were social institutions. We must then study them as social institutions — we must strive to mark out the currents that flow in both directions. We must ultimately settle educational questions, questions of aims and values, in the light of just such fundamental considerations as these. The teacher who does not know something of the relations between education and society lacks an essential point of view, especially in the case of a great public system of education like our own.

This will serve to indicate roughly what I mean by the type of course that is designed to put the teacher in possession of a fundamental and systematic point of view toward education. To these should be added a second group of courses, which should aim at giving some knowledge of the rapidly accumulating body of educational facts. Let me run briefly over some of the essential points to be considered here.

First, there should be a course in School Administration and Organization, including a consideration of the courses of study in the schools, the making of a program, required and elective subjects, the function of the superintendent, principal, teacher, the school board, questions of school law, finance, supplies, and, by no means least, questions of school hygiene. This should include something of the construction, heating, ventilation, lighting of the school room, care of the pupils' eyes, ears, teeth, adenoids, physical condition in general, proper seats, methods of disinfection, epidemics of disease and how the school authorities should deal with them. This ought really to be made an independent course. The physical care of our pupils is neglected as is no other subject in school of a like importance. I am not sure that it might not be wise to require a certificate of fitness, or an examination, which would show that a teacher was fit to be entrusted with the body of a child as well as with his mind.

In this group of courses belongs also a course in Educational Psychology, dealing with the application of psycho-

logical facts to education. Such a course should center around the question of the nature of the developing child, and the educational applications that follow. The nature and educational use of instinct, interest, attention, habit, memory, imagination, apperception, reasoning, the emotions, the moral life, individual differences in capacities and tastes and how far they ought to be recognized—such are some of the subjects that such a course would discuss. Central here should be the point of view that the child is a developing being, that interests and motives and incentives that are potent with him at one stage of his development lose their force at others. The main characteristics of each stage of development should be studied, and at every point applications to education should be made.

Again, there belong here a group of courses, as opportunity offers, in methods of teaching—the essential methods underlying the whole teaching process, and the methods of teaching special subjects. For intending principals this work should of course be centered around the methodology of the high school subjects, while those preparing for the position of superintendent would naturally stress more the methods of the more essential subjects taught in the grades. Such courses, it seems to me, should be given in the last year of professional work, when foundations have already been laid by the study of broader principles. Otherwise the student often fails to see the reasons underlying the methods which are recommended, and so cannot make intelligent use of them under the actual conditions of the school room. All such methods are based on theories of the nature of the pupil and of the function of education, and can be understood in their true significance only by a previous training in such theories.

Professional studies something like the above ought, I believe, to be required of all students. In addition to these, if time and the teaching force permit, a group of elective courses should be introduced. On the basis of an eighteen-hour schedule, there would be still room for at least one

elective course, to be chosen from a group comprising some such subjects as the Philosophy of Education, a more intensive course dealing with the psychology of the child and of adolescence, a course in current educational work, a course in experimental pedagogy with laboratory work, a course in the comparative study of modern educational systems of the leading countries, a more thorough course in the history of American, especially Southern, education. The number and nature of such courses offered would of course vary with the time available and with the teaching force.

There should be still a third side to the training of the teacher. In addition to the academic and professional courses already mentioned, there should, if possible, be in the last year of the professional course some opportunity for actual teaching under competent supervision. In the same way that the young physician devotes himself to hospital work for a time, where he meets the actual conditions of practice and is yet under supervision, so the young teacher ought actually to try his hand at his craft. He ought to do his first actual teaching under conditions that leave his mind free from anxiety as to whether he is making good, whether he is the master of the situation with regard to discipline, in short, under conditions that will make it possible to think of what he is teaching, and not of the thousand and one worries of the new teacher. And he ought to do it under conditions that admit of free discussion and criticism. The young teacher often longs for advice and is afraid to ask for it, lest he be thought incompetent. And then, too, he needs to know something of the atmosphere of the school room before he goes into it permanently. After he has once become a permanent part of it, he will never be able to look at educational matters from the outside again. We all know that educational problems never look quite the same in actual practice as they do on paper. There are so many variations in practice to even the simplest theoretical situation!

The need of such a training is being more and more realized. Many institutions now support schools for observation

and practice, and still others have some arrangement with the schools of the town in which they are located which allows the students of education to teach a small number of hours a week. Where a practice school could not be located, an arrangement might at least be made which would allow some of the students to teach some of the time, under the supervision of the principal of the school in conjunction with the department of education.

Some such course as that outlined above will, it seems to me, make a start toward giving the young teacher the two important things mentioned above; a rational and systematic point of view toward educational questions, and a definite knowledge of the rapidly growing body of facts which the science of education is accumulating. It may seem to some that such a course includes too much that is theoretical, and not enough that is practical. To such an objection I can only answer that it seems to me that emphasis ought to be put on the theoretical. If you give a man a sound training in general principles, the details of practice will largely take care of themselves; they will fall into orderly array because the teacher knows how to interpret and how to value them. Such details must come through experience, they can never be successfully taught. I believe that one great reason for the disrepute into which pedagogy has fallen among thinking school teachers has been because of this very fact. In its desire to be practical it has attempted to do that which experience only can do well, and it has neglected its proper function, which is to lay broad and deep foundations upon which experience may build.

The bare essentials of such a scheme as that outlined above could be given by one man, provided that courses were given only in alternate years, half one year, half the next, to be taken both by Juniors and Seniors in the year in which they were given. Such schemes of alternation are in operation at several institutions. But of course such an arrangement is far from being the best. In order to give anything but the bare essentials, more men would be required. And

that brings me to my next point. Departments of education in connection with colleges must eventually, I believe, if they are to do effective work, be recognized as professional schools, and equipped as such. They should be on the same basis as schools of law or medicine. I say this in view of the fact that there seems to be a growing sentiment for the addition of a fifth year to the course of study for teachers, especially for principals and superintendents. Such a requirement is already practically in force in at least one state, it has been recommended by the National Educational Association, it is endorsed by all educational authorities. Such a fifth year, giving three years to professional training, is none too much. It is surely more important that our teachers should be adequately trained than the members of almost any other profession. We commit to their care the most precious of all possessions, our children. The welfare and the happiness of the next generation depends largely on how they fulfil the tasks entrusted to them. The responsibilities which they undertake are far too serious to be undertaken lightly. In most other professions, failure of a man to come up to the standard expected of him has much less serious consequences than here.

A professional course of two years means that training must be reduced to its lowest terms, that it must be stripped of all save the most essential features. Surely in the training of our teachers we can afford to run no risks from hasty and superficial work. A third year, based on the work of the other two, and devoted both to practice teaching and to further study, would mean more in the way of accomplishment than both previous years combined. The Germans, more than any other people, have recognized the value of thorough professional training for teachers, and as a result they have a system of schools which is in many ways the most efficient in the world. They require the doctor's degree, or an amount of work which is its equivalent, of all secondary school teachers, and in addition, a trial year of both study and practice. We are, of course, by no means ready for such a step. We

are being more and more forced to realize that in order to keep his head amid the growing complexities of present-day education, the teacher, and especially the teacher who is in control of others, needs, not the least amount of training that will possibly suffice, but a course of training broad enough to make him a competent judge of matters in his own field of work. The supervising principal or superintendent ought to be an expert. He ought to hold a clear and definite educational faith, and he ought to be able to give a reason — an adequate reason — for the faith that is in him.

LIBRARY LOANS TO TEACHERS

LOUIS R. WILSON

Librarian of the University of North Carolina

One of the most useful methods of book distribution now employed in State and National library practice is that comprehended under the term "inter-library loans." The principle involved is very simple. A borrower is in need of a certain book, usually one not to be found in local libraries or non-technical collections. He knows it is to be found in the library of some institution either within or outside of the State. He wishes to secure it for a short period and is willing to pay express charges on it both ways if he can borrow it. However, the loaning library wishes to safeguard its books. To this end it will loan them to the borrower's local library allowing it to act as agent and sponsor for the borrower. If there is no local library, provision can sometimes be made by having school boards act as sponsor or deposits can be made outright by the borrower to be redeemed upon the return of the book.

The knowledge of this generally prevailing system is especially valuable to sections having small libraries. For that reason the following notice, issued by the Bureau of Education, at Washington, concerning its library of 100,000 educational books, is worthy of the attention of all North Carolina teachers and librarians.

"The United States Bureau of Education at Washington, D. C., possesses a special pedagogical library of more than 100,000 volumes, which, while primarily a working collection for the Bureau staff, is also designed to serve, so far as possible, as a central reference and circulating library for educators throughout the country. It is desired that teachers, school officials, and students of education should be informed of the resources of the library, and know that to them the privilege is freely offered of using these resources as an aid in their work.

"In certain classes of educational literature, the library is clearly the most completely equipped in the country. Such classes are its files of official school reports, laws, etc., State

and city; of catalogues and reports of universities, colleges, and schools; of transactions of educational associations; and its bound sets of educational periodicals, all of which are constantly augmented and kept up to date. Both American and foreign publications are included in these classes, which form a collection of valuable source material for investigators in educational administration, practice, and history. The library also contains a large collection of school and college textbooks of early and recent date, in all the principal subjects, which is undergoing amplification and arrangement so as to illustrate the history of textbook publication and to furnish examples of the best modern productions in this field.

“On subjects in educational history and administration, theory of education, and principles and practice of teaching, the library contains a very full representation of both early and recent works, and special effort is made to secure all current publications, domestic and foreign, which deserve a place in a complete pedagogical library. There is also a large collection of pamphlets, many of them unusual and otherwise of value. The library has a dictionary catalogue of printed cards, copy for which is largely prepared by its own cataloguers, in cooperation with the Library of Congress, whose system of classification is used for the books on the shelves.

“The library offers to readers the use of its material according to two methods: (1) by direct consultation at the Bureau in Washington, and (2) by inter-library and personal loans.

“(1) Suitable reading-room accommodations are available at the library, and visitors are cordially invited to make it their headquarters for the prosecution of research and study, for which every possible facility and assistance will be furnished. Investigators are allowed direct access to the shelves.

“(2) To nonresidents unable to visit the library, books which can be spared without detriment to the office work will be loaned free of charge under the inter-library loan system, by which a library in the borrower's home town assumes responsibility for the loan. In certain cases, books may be loaned to teachers under the guarantee of a responsible school

official, or of a personal deposit. Nonresident teachers, schoolmen, and students of education are invited to send requests for the loan of books desired, which will be filled, if possible. Books are regularly forwarded by mail, under frank, and may ordinarily be retained for two weeks, subject to renewal.

“The library also supplies bibliographical information on educational subjects, and on request furnishes lists of references to literature on any such topic. It has on file reference lists on more than 800 standard subjects, and constantly makes new special compilations, as occasion arises, besides preparing for publication monthly and annual bibliographies of education. As an aid in their work, a card index to important educational material in current periodicals, society publications, and official reports is maintained.”

BOOK REVIEW.

N. W. W.

HIGH SCHOOL EDUCATION. Edited by Charles Hughes Johnston, Ph. D., Dean of the School of Education, University of Kansas. 12 mo. 555 pages. \$1.50. Charles Scribner's Sons, New York.

In presenting this volume to the teaching public Dean Johnston, in collaboration with twenty-five recognized authorities and specialists, has made a really substantial contribution to the literature of secondary education and at the same time he has given to the high school teachers in service a handbook that is authoritative, scientific, up-to-date, and "tangible enough for actual guidance." It is, moreover, broadly sympathetic, stimulating, constructive, and comprehensive. As the sub-title tells us, and as a glance at the table of contents will show, the volume embodies "professional treatments of the administrative, supervisory, and specifically pedagogical functions of secondary education, with special reference to American conditions." This is indeed one of the most helpful books on secondary education that have yet appeared, and it will at once take its proper place as a standard work on this subject. No progressive high school teacher or principal or student of secondary education can afford not to acquaint himself with it.

In plan and scope the book is unique in that the several chapters dealing with the various subjects of the high school curriculum are not prepared by one man but by many scholars, each a specialist in his own field. And each writer, though given a free hand within the limitations of his subject, seems to have kept constantly in mind the fundamental plan and the original purpose of the book, namely "*that the life purposes of high school students constitute the ultimate objects of reference*—not college admission standards, if these seem seriously to conflict with the broader aim." An idea of the scope and content of the volume may be had by a glance at the table of contents. In addition to the Introduction,

Appendix, Index, and comprehensive Bibliography of sixty-one pages, the following chapter headings make up the table of contents:

- I. Current Demands upon the Curriculum.
- II. The Disciplinary Basis of Courses of Study.
- III. History of Secondary Curriculums Since the Renaissance.
- IV. Principles and Plans for Reorganizing Secondary Education.
- V. Instruction: Its Organization and Control.
- VI. Mathematics.
- VII. Physics.
- VIII. Chemistry.
- IX. Biology.
- X. Physiography.
- XI. English.
- XII. Public Speaking and Voice Training.
- XII. Public Speaking.
- XIII. Latin.
- XIV. Modern Languages.
- XV. History, Civil Government, and Political Economy.
- XVI. Drawing, Free-Hand and Mechanical.
- XVII. Music in the High School.
- XVIII. Moral Education and Training with a Suggested Course of Study.
- XIX. Physiology and Hygiene.
- XX. Sex Pedagogy in the High School.
- XXI. Agriculture.
- XXII. Commercial Education.
- XXIII. Vocational Training in the High School and Its Relation to Manual Arts.
- XXIV. Practical Arts for Girls.
- XXV. Psychology in the High School Curriculum.
- XXVI. The High School Library.

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The unused power of the streams that leap down our mountains and hills to the sea is not hopelessly lost, for the sun and wind may some day bring the water back to where it may yet turn the wheels of modern industry. Not so with the wasted energies of men. The boy who is compelled to pass through life with undeveloped brain, untrained hand, and uncultured soul, is but the shrunken image of what he might have been.—GOVERNOR BEN B. HOOPER, OF TENNESSEE.

OCTOBER, 1912.

GENERAL ANNOUNCEMENT.

THE NORTH CAROLINA HIGH SCHOOL BULLETIN is published quarterly by the University, and will be sent free of cost to superintendents, principals, and high school teachers of the State who may wish to receive it. It is devoted to the building up of North Carolina High Schools. The BULLETIN will publish from time to time, in addition to other matters of interest to high school teachers, pertinent discussions of secondary school conditions, problems, etc., and will endeavor to make itself helpful in whatever ways it can. It will welcome from the school men of the State suggestions looking to its larger usefulness.

The North Carolina High School Bulletin.

VOL. III.

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NO. 4

THE HIGH SCHOOL AND DEMOCRACY

H. W. CHASE

Department of Education, University of North Carolina.

There are in the United States today two theories of education. The one is aristocratic, the other democratic. The battle-cry of the first is "Educate the leaders of the people, that they may govern the people wisely." The slogan of the second is "Educate all the people, that they may govern themselves wisely." The two theories are today in conflict, just as the two corresponding theories of our political institutions are in conflict. There are "stand-patters" and "progressives" in education as in politics. The gradual democratizing of our educational system is of a piece with the democratizing of our political institutions.

The founders of the Republic, in spite of their declaration that "all men are created free and equal," were a little distrustful of the mass of the people. They restricted suffrage, they hedged around elections of senators and presidents, they devised an elaborate system of "checks and balances," that the power of "the better classes" might prevail against the impulses of the people. Their conception of a republic was distinctly aristocratic.

In the same way, our educational system began by being aristocratic. There was no complete public elementary school system up to the middle of the last century. Institutions of secondary grade were under the control of private authorities, and the education which they offered was not free. Educational opportunities for the mass of the people were few, and there was scant recognition of the need for such opportunities.

With the extension of the right of suffrage, the growth of

industry, the rise of immigration, the need for a general education became more and more apparent. Elementary schools, founded for the most part as private philanthropic enterprises, were taken over by city and state authorities and made public. Instead of private secondary institutions, public high schools began to spring up in recognition of the fact that elementary education alone is not a sufficient guarantee of an intelligent citizenship, nor is it fair to restrict the road to higher learning by leaving it a toll-road under private control. The belief gained currency that an education was the right of every boy and girl; so much their right and so much their duty that the state, to safeguard the quality of its citizenship, had the right to compel attendance on the public schools.

In the South, occupied of necessity after the war with problems of material upbuilding, aristocratic ideals of education naturally lingered. Attention was for a time diverted by problems which pressed more insistently for solution. If we confine ourselves to the high school, we find Prof. Walker bringing together statistics which show that in North Carolina in 1898 there were 14 high schools supported at public expense, reporting an enrollment of 892 pupils, while there were 111 private schools, with an enrollment of 5,142 pupils. Education was still for the most part in private hands, open to those who could pay the necessary fees. It was aristocratic. Now glance at the change during the next decade—a decade of constructive work by Aycock, and Joyner, and McIver, and a host of others. Entirely apart from the transformation wrought in elementary education, there were at the end of the decade, in 1908, 100 high schools, enrolling 4,856 pupils, and 37 private schools, with an enrollment of 3,315 pupils. If we suppose that some of the private institutions did not report, the change is none the less significant; the figures mean something. What they mean is not merely that educational institutions had increased in number; they mean that education was fast becoming public and democratic. And the establishment of the State High Schools,

in 1907-8, marked the triumph of the democratic idea in education in North Carolina.

In this respect North Carolina is typical. There is practically no one today who does not admit that "all the children of all the people" are entitled to a secondary as well as an elementary education. For both grades of education, the fight has been fought and won. And it is a fight which has been waged, not only for the welfare of the individual, that he might have a wider and a happier life, but for the welfare of society, with the conviction that, other things being equal, the educated man makes a better parent and a better neighbor and a better citizen than the illiterate.

The fight for free public education for all has been won; but we are just beginning to see that, instead of marking the end of the conflict, this victory marks its beginning. The heat and burden of the fight is still before us. For it is not sufficient that all the people should be educated at public expense; it is further necessary that they be given the sort of education adapted to their needs. We need not only a democratic theory, but a democratic system of education.

A truly democratic system of education would, I take it, accomplish two things: First, it would develop each individual in such a way that he might make the fullest use of the capacities with which he is born into the world. It would furnish to all, with whatever capacities they may have been endowed, equality of opportunity. Second, it would strive to develop in each individual the fixed idea that his talents, be they one or ten, are to be used, not only in his own service, but in the service of his own town, and state, and nation. For where the government must depend on the whole people, and not on any class of the people, the whole people must be trained in ideals of public service.

Does the present American system of education do these things?

Still confining our consideration to the high school, let us check up the first item. Does the high school attempt to develop the varying capacities of various individuals? The

average high school offers a curriculum composed of English, mathematics, ancient and modern languages, history, and pure science, taught with little regard to its applications. All these things are good, all of them deserve the place they have made for themselves in the schools. The formal subjects, that is, the ancient languages and mathematics, are usually the best taught. They are the easiest to teach and teach well, just because they have been taught for so long that methods of procedure in teaching them have been best worked out. Modern languages, as a rule, are not so well taught. The average high school course in these subjects gives neither a reading nor a speaking knowledge of them, nor an appreciation of the institutions or culture of the people whose mother-tongue they are. These things are only acquired by a continuation of these courses in college—for those who go to college.

Nor are high school courses in English in much better case. Whatever else a study of English literature ought to develop, it certainly ought to develop an appreciation for the best that has been written in English, and a permanent reading habit. Where are the signs of these things in the average high school graduate who does not go to college? The aim of English courses is too often merely to get through, in as summary a fashion as possible, certain books required by college entrance boards; trusting again that the college will again in its own good time develop the æsthetic side in those who are so fortunate as to enter its halls.

As for the teaching of science in the average high school, perhaps the less said the better. So far as it attempts to give any adequate conception of what scientific thinking means, or any comprehension of the part played by science in modern civilization, it may well be doubted whether it is not a rank failure. Its purpose again seems to be to prepare for a later acquisition of these things in college.

History again in the high school is too often merely an uncorrelated mass of facts. If the value of the study of history for the average citizen is that it enables him better to

understand the institutions of his own day and time, what does the high school do to help him to this? This, once more, is usually left to the college.

I would not be understood for a moment as holding that these things are the fault of the high school teacher, or of educational officials of whatever grade. The fault is with the people as a whole. I have merely attempted to point out that the average high school administers its curriculum with one eye on the text book and the other on the college catalogue; and strabismus of this sort is necessarily detrimental to clear vision. There is, I think, no escape from the conclusion that the majority of subjects in high school are so taught that their value becomes apparent only to those fortunate ones who enter college; for the average student who does not, they must of necessity remain somewhat meaningless and incoherent.

For the youth whose capacities are of a distinctly practical nature; whose tastes lead him into life rather than into college; for the young men and young women who must at the end of the high school course go out into the world and earn their own living; for the ninety-five per cent. of high school students, in short, whose formal education ends with graduation; where is there provision in the high school for these? I am not advocating a "bread-and-butter" sort of education; culture and high ideals and inspiration should be for the majority as well as for the five per cent. But if our present selection and our present methods of teaching cultural and inspirational subjects are such that these things are only acquired when college comes in to complete the work, ought we not so to change the choice and the scope of our courses that culture and inspiration may be within the reach of the average man? And can we not, in addition to this, develop in the majority of high school students who must go out into life a sense of at-homeness in the twentieth century civilization, and some fitness for taking up the practical tasks of every-day life?

The root of the matter is that our secondary education,

though democratic in theory, is still aristocratic in practice. It is still concerned more with training the leaders than with training the mass of the people. Between our theory and our practice there is thus a great gulf fixed; we profess democracy, we practice aristocracy. The contradiction is real; it cannot be bridged by any mere phrase, such as "that which fits best for college fits best for life." We are just learning the lesson that the sort of education which was adapted to produce leaders of the people is not the sort of education adapted to all the people. It appeals to only those who possess certain capacities, a certain power of memory and of abstract thought, not to all.

It is impossible to avoid the conclusion that the high school still has its problem to solve. It is today far from having assumed its final form. Hailed as an instrument of democracy, only its trappings are as yet democratic; its heart is still with the old regime. But every year sees progress. Agricultural education, industrial education, the teaching of applied instead of pure science, domestic training for girls, the teaching of personal and community hygiene, are so many steps in the right direction. It is inspiring to feel that North Carolina is not falling behind in the work. The wise legislation for farm-life schools shows that here, too, the democratic spirit is at work.

Democracy is not the product of a day; it is not achieved by paper proclamations. There can be no sudden transformation of the high school, nor is it best that there should be. When the French philosophers of the eighteenth century started out to transform society in a hurry, they found themselves in the midst, not of Utopia, but of the French Revolution. It is the work of years, maybe of generations, to really transform the heart and soul of any organized institution. The world has seen enough of educational fads, springing up, like Jonah's immortal gourd, in a night, and withering just as rapidly. Teachers must be trained, the public must be educated, methods must be tried out and accepted or rejected. The transformation must be slow and gradual,

but, if the American people retain their democratic ideals, it is inevitable in the end.

And now what is there to be said with regard to the second requisite of a democratic system of education? Does the high school develop in the young people of the country a spirit of service to community and state and nation? In spite of a few splendid exceptions, it must in frankness be said that in no way is the high school less democratic in spirit than in this. Our public system of education has done far less to awaken the people to the need of cleaner political institutions than have our popular magazines. There is, so far as I know, nothing to show that, taken as a group, high school graduates use their ballots better, fight graft and corruption more vigorously, show a more intense civic spirit, than other people. High school graduates as a class have not shown themselves more sensible of the needs of the communities in which they live; they do not bear upon themselves the stamp of a desire for social service. That public education in this respect has not accomplished what was hoped of it, is universally admitted. If our system of education fails here, it fails in the very reason for which it was created; that town and state and nation might have better citizens.

Is not the trouble here, too, that at bottom aristocratic ideals still linger? When government was by a selected class, it was very important that that class should develop ideals of social responsibility; but those ideals were as a rule developed far more by tradition than by formal education. They were a part of the air breathed in by those whose family and position naturally entitled them to positions of responsibility and service; it was not necessary that they should be incorporated in a fixed curriculum. The old Southern aristocracy, the better element in the ruling classes in England, are examples of what I mean. Ideals of service were bred in the bone of such men.

But the mass of the people were devoid of such traditions of responsibility. Power, wealth, positions of trust, become so many instruments of personal profit. Ideals of service

are lacking; they have not been fixed by tradition, for a favorable environment was lacking. And yet, if the people are to rule, such ideals must somehow be developed.

But we must not forget that the great mass of the people, and especially those of immigrant stock, are devoid of such traditions of responsibility. Power, wealth, positions of trust, tend to become in the hands of such men instruments of exploitation, and not of service. Yellow-rich and ward politician, though at opposite ends of the scale, show what sudden power may mean in the absence of inherited restraints. It is our boast that no class is debarred from power or success; we have somehow failed to realize that a sense of responsibility must be developed along with capacity for power. Here is a new duty that the school, just in so far as it is a truly democratic institution, must assume.

This does not mean at all that social training should aim alone at the training of men for high places. Social responsibility begins at home, whether that home be a metropolis or a farming community. The high school graduate who has not had indelibly stamped on his mind and heart the lesson that he, who has received much from his community, owes it much in return, is a potential menace to the welfare of that community.

In these enlightened days, we realize that in the single matter of transmissible disease, a single individual devoid of a sense of responsibility to his neighbors is more dangerous than most criminals; whether he sells dirty milk or allows his premises to become a center of infection in some other way; yet the high school has done little in teaching such lessons. We deplore the drift from country to city; what is the high school doing to develop a community spirit and a community pride and a realization of the possibilities of rural life in the country boy and the country girl?

It is only by teaching the lessons of community and state and national righteousness that the high school can train the next generation for the responsibilities which must be theirs in this democratic age. Such lessons are far more important

than those making for individual success, just as the welfare of society must outweigh the welfare of any individual. Better an enlightened despotism than rule by the people if the schools fail us here.

I believe that the high school teacher today is facing problems and opportunities such as few groups of men have ever faced; problems that call for the most insistent and the keenest and the sanest thought; opportunities, that, if assumed in all earnestness, will make over the nation. The teacher of today ought to be the high-priest of democracy; his work is so tremendous that it needs to be approached in nothing short of a spirit of consecration.

THE FACTS AS TO FUNDS FOR COLLEGES AND SCHOOLS IN NORTH CAROLINA *

R. D. W. CONNOR

Secretary of the North Carolina Historical Commission.

In a recent issue *Charity and Children* quotes the following editorial from the *Charlotte Chronicle*:

"Editor Bivens, of the *Wadesboro Ansonian*, suggestively remarks that North Carolina gives \$344,000 to three of the higher educational institutions of the State, the benefits of which are enjoyed by less than 3,000 students, most of whom are able to help themselves. To the public schools of the State in which there is an army of more than 500,000 boys and girls only \$275,000 is given. It looks like helping the strong and neglecting the weak. Is it right?"

In answer to the *Chronicle's* query, *Charity and Children* promptly replies "It is not right." In this reply all right-minded people would unhesitatingly acquiesce if the facts as stated were correct. But there's the rub. The facts are not correct.

In the first place, one might safely take issue with the statement that the benefits of the three higher educational institutions referred to are limited to the "less than 3,000 students" enrolled in them. But inasmuch as that is more or less a matter of opinion, we may let it pass for the present. Let us address ourselves to the facts. Here they are:

During the school year ending June 30, 1912 (the fiscal year of the schools closes on that date), the State of North Carolina, through her Legislature, appropriated to the public elementary and high schools (exclusive of her colleges), not \$275,000, but \$2,765,232.29. To her three higher educational institutions, which are in fact as much a part of her public school system as any other schools, she appropriated, it is stated, \$344,000.

It is quite true the State adopts different methods of distributing these two funds. The taxes from which one is de-

*Reprint from *The News and Observer* of October 22, 1912.

rived are collected and turned in to the State treasury; the other to the county treasurers. It is within the power of the General Assembly to require all taxes raised for school purposes to be turned in to the State Treasury to be bi-ennially appropriated by the Legislature. Instead of doing this, the Legislature has passed an act setting aside 20 cents on each \$100 worth of property to be used for school purposes; and it permits each county to retain for its own use the school tax that it pays. Nevertheless, this money is just as truly appropriated to the public schools by the Legislature as it would be were it turned in to the State Treasurer and paid out by him to the several counties.

For many years this school tax stood at 18 cents on the \$100 worth of property. In 1911 the Legislature, adopting the recommendation of the State Superintendent of Public Instruction, raised it to 20 cents. This did not increase the general tax levy, which is fixed by the Constitution; it simply gave to the schools two cents more and took that two cents from taxes that had before been used for other purposes. This additional two cents, thus appropriated by the Legislature, yielded last year (in round numbers) about \$350,000. The Legislature might just as easily have left the general school tax at 18 cents, and appropriated this \$350,000 directly out of the State Treasury as it did the \$275,000 above mentioned. The only difference would have been in the method of distributing the money *after it had been collected*. The \$275,000 was collected by the sheriffs, sent to Raleigh to the State Treasurer, and by him sent back, under authority of the Legislature, to the counties; the rest of the school fund, under the same authority, was simply retained in the counties in which it was paid. The same people, acting under the same authority, paid both.

And the same people, acting under the same authority, paid the \$344,000 appropriated to the three higher educational institutions. If this \$344,000 had been raised by a two-cent tax, especially set aside by the Legislature for that purpose, collected and turned in to the treasuries of those

three institutions, without ever going in to the State Treasury at all, it would be on exactly the same basis as the public school fund is today. Would anybody be found then to say that the State did not give to its higher educational institutions any funds at all?

On the contrary, if all the money collected for public school purposes from the 20 cent tax mentioned (for what I have said does not apply to local taxes, and other sources from which our public school fund is derived) were turned in to the State Treasury and then bi-ennially appropriated by the Legislature to the public schools, the public school fund would then be on exactly the same basis as the \$344,000 now appropriated to the higher educational institutions.

There are people in the State (I am not one of them) who advocate this method of distributing the public school fund. Were it adopted, as it is the in the power of the Legislature to do, the same amount (\$2,765,232.29) would still go to the public schools, but it would be distributed differently among the several counties. The strong counties would receive less, the weak counties more. We should then have a uniform school system, the same school term in every county, the same class of teachers, buildings, etc. But we should not have the same local interest, and that is, after all, the best feature of our present system.

While on this subject, there is one other thing I want to say. Sharp, and as I conceive, unjust criticisms have been aimed at the presidents of these higher educational institutions because of their zeal in urging the needs of their institutions before the Legislature. They have been denounced as having their sleeves rolled up and their bare arms thrust into the Treasury of the State up to their elbows. Such criticism could be easily dismissed as absurd if it were not so unjust. Why not denounce the presidents of our church colleges for urging the needs of their institutions before their State conventions, conferences, synods, etc.? No such criticism was ever made of the superintendents of our hospitals for the insane, or the principals of the schools for the blind

and deaf, for a like zeal in behalf of their institutions. The people of North Carolina established those State institutions for higher learning, not their presidents; the people, through their legally constituted representatives, placed these men in charge; the people hold them responsible for the performance of their full duty. It is clearly an important part of their duty to appear before the Legislature, to present the needs of the institutions for which they are responsible, to urge the Legislature to make sufficient appropriations to meet those needs, and to pursue this duty zealously; and a president of a State institution who refuses to do this ought to be promptly removed as inefficient. On the other hand, it is equally the duty of the Legislators to weigh these needs carefully and then to make such provisions for meeting them as they may judge proper.

The people of North Carolina have every reason to be proud of the three great educational institutions—their University, their Agricultural and Mechanical College and their Normal and Industrial College for Women—which they have established and cherished. They stand as the embodiment of the highest ideals which this State has yet reached; with them is intimately involved the greatest events in their history; and they are the sources of inspiration out of which is to come a still greater future. As a part of the system of public schools which we are now building up at such a great expense and sacrifice they must be amply supported; and they must be given every opportunity to grow in usefulness and service to the State.

A STATE-WIDE CONTEST IN DEBATE

N. W. W.

The Dialectic and Philanthropic Literary Societies of the University of North Carolina have submitted to the secondary schools a plan for a State-wide contest in debate to be held next spring. The regulations governing the contest and the accompanying letter which the Societies have sent out are given below. The plan has been carefully worked out, and it is unique. When put into operation, it will do much towards stimulating a deeper and more general interest in debate among our secondary institutions. The proposition should, and it doubtless will, meet with an enthusiastic response on the part of the high school principals.

From an educational standpoint debating is the most valuable form of forensic activity in which the literary societies of the high schools can engage. Declamation and recitation are valuable, too. They hold now, and must retain, an important place in the literary societies of the secondary schools, but they are not so stimulating intellectually, nor do they offer the opportunity for the exercise of individual thought, spontaneity, mother-wit, and originality which debating affords. The debater has to deal not only with the memorized *form* in which thought happens to be clothed, but with *thought itself*. He has to know both sides of the question. He has, too, to muster all the strength he can and draw upon all the resources at his command in defending the position he takes against an opponent equally determined to uphold the opposite view. All this, especially with the investigation and preparation he has to make for it, demands and develops quickness and clearness of perception, breadth of view, saneness and sureness of judgment, and the habit of logical arrangement and presentation. Hence, as a means of developing intellectual freedom and power and self-mastery there is no form of intellectual exercise more valuable to the student than well conducted debate. There

ought, therefore, to be a debating society in every secondary school in the State, and every school ought every year to engage in public debate with one or two neighboring schools of equal rank.

And then, aside from the educational value to the students participating in the contest, there are social values of no less importance. What, for example (excepting, of course, athletic contests), would stimulate more local interest and pride among the patrons of the schools than the fact that the students of three neighboring schools were to engage in public discussion of some topic of State-wide or national importance? What would cause many of those same patrons to study more on that particular subject in order better to inform themselves about it? These values must not be overlooked.

There are already many of the schools that engage annually in debating contests. There is no reason why they should not fall in line with this plan by adding a third school in order to complete the triangle and a second debating team. Both teams should be chosen by means of a preliminary contest in order to give everybody a chance who may wish to enter, and also to insure the selection of the best debaters the school has. And then, just a few nights prior to the triangular contest, it would be a good plan to have the two teams debate against each other. Not only would this help the teams themselves, but it would also arouse intense local interest.

The two old Societies, under whose auspices the *Debating Union* is to be organized, are coeval with the University. In their long and successful career of intercollegiate debating they have established a record certainly not equalled among Southern institutions, if, indeed, in the whole country. Debating is a subject on which they can speak with some authority, and in the preparation for which they are prepared to render invaluable aid.

The letter and the regulations here follow:

LETTER TO SUPERINTENDENTS AND PRINCIPALS

THE UNIVERSITY OF NORTH CAROLINA,
CHAPEL HILL, October 26, 1912.

*To the Superintendent or
High School Principal:*

In order to stimulate among the secondary schools of the State greater interest in debating, and especially to encourage greater activity in inter-school debating, the Dialectic and Philanthropic Literary Societies of the University of North Carolina have evolved a plan for a high school Debating Union, which is set forth below.

We wish to ask the superintendents and high school principals of the State to give this plan their careful consideration, and, as many as can, to give us their support and co-operation. We feel confident that when this plan is once put in operation the work of the literary societies will be made a most valuable adjunct to the formal literary instruction of the high schools.

We realize that one of the chief hindrances to debating in the high schools is a lack of good library facilities. In order to assist the schools, in so far as we can, to overcome this obstacle, we will arrange to place at their disposal, free of charge, such help as the University Library and other available sources may afford. In order to accomplish this purpose effectively it will be necessary for the Societies to confine themselves to a thorough examination and preparation of the material on some given subject each year. The material will be assembled and prepared after the manner followed by the Societies in their inter-collegiate debates, published in pamphlet form, and sent to all the schools entering the Union. The best thought—all that has been written and spoken—on both sides of the question, will be laid under tribute and put in usable form for the high school students. The debates, however, must be worked up by the students themselves, with such assistance as the teachers, in their

judgment, deem wise and necessary. The debaters will, of course, be at liberty to use such other material on either side of the question as may be available to them.

Some further explanation of Section 3 of the Regulations may be necessary. It is only through some such plan as this that a State-wide contest in debate can be arranged. Hence the schools will be arranged in groups of three in order to give each school a chance to debate both sides of the query. This plan, too, will enable each school to debate with two neighboring teams, and can thus be made the means of arousing greater local interest and enthusiasm. An effort will be made to group schools of as nearly the same rank and standing as possible. The following groups are suggested as typical: (1) Asheville, Waynesville, and Hendersonville; (2) Murphy, Andrews, and Bryson City; (3) Charlotte, Salisbury, and Greensboro; or, (4) Greensboro, Durham, and Raleigh; (5) Wilmington, Wilson, and Goldsboro; or, (6) Goldsboro, Kinston, and New Bern; (7) Rocky Mount, Wilson, and Greenville, or, (8) Greenville, Washington, and New Bern; or, (9) Washington, Edenton, and Elizabeth City. As stated above, these groups are merely suggested as typical possibilities.

We should like to have the preliminary contests held throughout the State about February first, if this suits the convenience of the schools, and the final contest at Chapel Hill on February 22. We hope, therefore, you will let us hear from you at once whether or not your school is willing to join us in this plan. And, if you have any suggestions to make or any criticisms to offer, please write us fully. We shall appreciate it. If you will pardon a further suggestion, we think it might be well for you to lay the plan before the students of your school and let them discuss it in their literary society, if they have one, and decide whether or not they think well of it. But we hope that you will write us your

opinion and that you will approve of our efforts in this direction.

Sincerely yours,

Arnold A. McKay, *Chairman*; E. R. Rankin, *Secretary*; Horace Sisk, R. C. Spence, T. E. Story, A. L. Hamilton; L. R. Wilson, *University Librarian*; N. W. Walker, *State High School Inspector*;

Committee on High School Debates for the Dialectic and Philanthropic Literary Societies.

REGULATIONS GOVERNING THE HIGH SCHOOL DEBATING UNION
OF NORTH CAROLINA

(Under the auspices of the Dialectic and Philanthropic Literary Societies of the University of North Carolina.)

1. The Dialectic and Philanthropic Literary Societies of the University of North Carolina will suggest a query to be discussed, on a given date, by the high schools entering into the Union (this date to be determined by the Societies after they have ascertained the wishes of the schools themselves), and will furnish from the University Library, free of cost, in pamphlet form, such material as will enable the high school students to comprehend and discuss intelligently the various points covered by the question. Additional sources of information will be indicated from which other material may be secured by the teams at their own expense if they desire it.
2. All secondary schools of North Carolina, however supported, offering regularly organized courses of study above the seventh grade, and not extending in their scope and content beyond a standard four-year high school course as defined by the State Department of Education, shall be eligible for membership in the Debating Union.

3. All schools accepting this offer of the Societies, and thus becoming members of the Union, shall be arranged by the Societies into groups of three, for a triangular debate, the status and standards of the schools, their proximity, accessibility, and convenience of location to be considered in forming the groups. (The suggestions of the different schools as to whom they would like to debate with will be gladly received and will be observed if possible.)
4. Each school of each triangular group shall agree to furnish two debating teams of two members each, the one to uphold the affirmative side of the query, and the other to defend the negative side.
5. The team debating at home shall in each case uphold the affirmative side of the query, and the visiting team shall in each case defend the negative side.
6. The schools themselves shall select and agree upon the judges of the local contests.
7. Each speaker shall have twenty minutes at his disposal, not more than five of which shall be used in the rejoinder.
8. Any school which shall win both the affirmative and the negative sides of the query shall be entitled to send both its teams to the University, at Chapel Hill, for the State championship contest.
9. The school having the strongest team on the affirmative side of the query and the school having the strongest team on the negative side shall be entitled to contest publicly in the University Chapel for the Aycock Memorial Cup.
(The strongest team on each side of the query to be determined by means of a preliminary contest at Chapel Hill.)
10. The school which shall win the debate, thus finally held, shall have its name inscribed on the Memorial

Cup, together with the names of its two winning representatives.

11. Any school which shall win out in the final contest for two years in succession shall have the cup for its own property.
12. All high school representatives sent to the University in this contest will be met at the station by a committee of the Societies and entertained by them as the Societies' guests while at Chapel Hill.

A MILLION AND A QUARTER IN THE HIGH SCHOOLS*

More than a million and a quarter boys and girls will attend the American high schools, public and private, during the school year 1912-13, according to the estimate of Dr. P. P. Claxton, United States Commissioner of Education. Dr. Claxton has been assured by Mr. Alexander Summers, statistician of the Bureau, who has made a special study of the matter, that the estimate is a conservative one. Of the number given 1,100,000 are estimated for the public high schools, and 150,000 for the private secondary schools.

The American high school has grown phenomenally in the past dozen years, its development in the last two or three years being apparently greater than in the remarkable decade just preceding. Since the twentieth century opened the number of public high schools has almost doubled and the number of students is easily twice what it was at the beginning of the century. The most cheering feature of the whole matter for the American citizen is the very great increase in the proportion of those who go from the grades into the high school. Formerly (only a very few years ago, in fact), the high school was chiefly attended by children of the rich and moderately well-to-do. Today nearly one-fourth of the children who enter the elementary school eventually pass into the high school. The exact figure is 22 per cent., if negro children are included, and 25 per cent. if whites only are considered. This is particularly significant, since certain critics of the public high schools have, through a misunderstanding of the official reports, contended that a much smaller percentage than is here given had the opportunity of high-school training. The fact remains that from 22 to 25 of every hundred children who enter the schools at all go on into the high school.

Almost equally significant for public education is the fact that by far the most rapid growth has been in the public

*Bulletin issued by the U. S. Bureau of Education.

high schools. The private secondary schools show a healthy increase—25 per cent. in attendance since 1900; but the public high schools have actually doubled their attendance in the same period. To make the comparison on another basis: In 1890 forty out of every hundred high schools were private, and sixty public; in 1900 the proportion had changed to 23 and 77; and today there are only 16 private secondary schools for every 84 public high schools. As to the number of students: In 1890, 32 per cent. of the pupils were in private high schools and 68 per cent. in public; today, only 12 per cent. of the pupils are in private secondary schools, the great bulk (88 per cent.) being in the public high schools. Is it any wonder that the people believe in their high schools and give but scant attention to the occasional hostile criticism that is heard? The public high school is winning because the people are satisfied that it is doing its work; they realize what it has meant to the rising standard of American citizenship.

The people have shown their appreciation of their high school in the most direct way possible—by supporting it unflinchingly and generously. They have faith enough in it to pay huge sums of money year after year that the high school may do greater and greater work. More and more attention is being paid to high-school education. Million-dollar school buildings are going up in American cities—palaces, one might call them, did not the word suggest idleness, and there is no idleness in the present-day high school. Industry, technical ability, home-making, together with the essentials of a cultural education, are being taught to our boys and girls in the splendid high schools of today on a scale that was never dreamed of in the civic life of any nation before our time.

Commissioner Claxton's widely quoted statement of some months ago to the effect that he looked forward to the time when all boys and girls would have at least a high-school education seems likely of fulfillment sooner than even the Commissioner himself anticipated.

A YEAR'S PROGRESS IN SAMPSON COUNTY

L. L. MATTHEWS

[The following letter from Superintendent Matthews, of Sampson County, written under date of September 25, 1912, to Mr. L. C. Brogden, State Supervisor of Rural Elementary Schools, gives a graphic account of recent school progress in Sampson. Mr. Matthews is doing an excellent piece of work for this county, and he is doing it without the flare of trumpets. He is one of the really progressive county superintendents of the State. Sooner or later his work is going to receive the wider recognition it so justly deserves.—EDITOR.]

MY DEAR MR. BROGDEN:—As you are showing in such a substantial way your interest in the schools of Sampson County, I presume that statistical information regarding our work for the past year would be interesting to you. I have therefore hastily gathered the following:

1. HOUSES BUILT—During the year ending June 30th, we erected ten new buildings—six white, four colored—at a cost of \$4,350.00. Of the six buildings for the white schools one is a three-room, one a two-room, and four are one-room buildings. By the 15th day of October we will have completed for this year ten new buildings at a cost of \$6,359.50. Of these eight are for whites and two for the colored. Of the buildings for the whites, six are two-room. Two are for consolidated districts in each of which two one-room, poorly equipped buildings have been discarded. The new buildings will be well equipped and built on the State plan. Three are being erected in local tax districts. One of which (Autryville) was voted this year after a strenuous campaign in which you figured conspicuously. In every one of these twenty districts new life is apparent.

By the first of November we hope to have completed the new high school building in Clinton, at a cost, including equipment, of \$18,000.00. This building, when completed, will we think compare favorably with any building of its kind in the State.

2. BETTERMENT ASSOCIATIONS, SCHOOL INTERESTS, ETC.—During the year ending June 30th, 1912, notwithstand-

ing the unusually severe winter, an unusual educational spirit throughout the county was manifested. At nearly every school a betterment association was organized and at many places the organization has been kept alive during vacation. The boys meeting in debating societies and the girls in reading clubs. Largely through the instrumentality of the betterment organizations there was raised by private donations for the improvement of houses, grounds, etc., during the past session the sum of \$3,862.34.

3. LOCAL-TAX DISTRICTS.—Two local-tax districts have been added. The annual additional fund from these two districts will probably amount to nearly \$1,000.00.

4. READING CIRCLE, COUNTY ASSOCIATION OF TEACHERS.—Practically all our teachers were members of the Reading Circle, and the attendance at our township teachers' meetings and county associations was uniformly satisfactory. These meetings were of unusual interest. In our township meetings we followed the suggestions outlined by you for our division meetings of the county superintendents' association, and the plan worked admirably.

In each township we met at a central school on a regular school day, and the teacher at whose school we met was directed to conduct according to her usual method a regular reading lesson in the third reader. The teachers present were directed to observe her work carefully and critically. After the recitation we discussed the recitation very freely from every point of view. Usually every teacher present contributed to the criticism. At one of these meetings (Garland) we were favored with your helpful presence.

Our county associations were also interesting and helpful. For the convenience of the teachers we have divided the county into four sections, in each of which at a convenient school house we hold a teachers' meeting once a month. The subject of study for the entire year was McMurry's *How to Study*. It was our effort to make clear and fix definitely in the teaching mind the important, practical points presented by the author.

I believe that the personal and professional contact in such meetings is very helpful, and that as a result the teaching force of this county is gradually improving. But on this point the observation of an interested attendant who came to Sampson three years ago is probably more indicative than my own observation. She states as follows: "In reviewing the educational situation in Sampson County one of the most significant features of the work, to my mind, is the signal improvement in the type of teachers. As my mind reverts to my first impression of the teaching force four years ago, I am constrained to say that the work of transformation along this line is very marked. Formerly the teachers manifested a general lack of teaching spirit. As I contrast this impression with the present-day class of teachers in our county I am persuaded that nothing could be more indicative of the strides made in our forward movement than the illumination of the minds and souls of these teachers as indicated by their splendid enthusiasm and responsiveness, and their excellent co-operative spirit with their leaders. It is a fact worthy of note that these teachers are for the most part the same ones I found here four years ago. The teachers could not have developed had the conditions not improved proportionately. I consider all improvement in either case reactive."

5. THE PRESENT STATUS.—We are beginning the present year's work under encouraging conditions. Miss Cassidey, my assistant, has already entered upon her duties enthusiastically, and we are planning great things. It is needless to add that what we have accomplished during the past year is due in large part to your advice and co-operation, and we appreciate the fact that you have promised to continue the same.

Very truly yours,

L. L. MATTHEWS,

County Superintendent of Schools.

THE SOUTHERN LIST OF ACCREDITED SCHOOLS

N. W. W.

The Commission on Accredited Schools of the Association of Colleges and Preparatory Schools of the Southern States will hold its first annual meeting at Spartanburg, South Carolina, November 13th, the day preceding the meeting of the Association. At this time the applications for accredited relations sent in by the secondary schools will be considered and passed upon by the whole Commission. The Committees for the several states are now receiving applications from the schools and getting in shape their reports and lists of schools to be presented to the Commission.

In response to the letter (given below) which the committee for North Carolina sent out some days ago, over fifty applications have been sent in. Probably not more than one-half of this number will be able to meet the standards of the Association. Many fail because they do not have a term of thirty-six weeks; others, because they do not have three teachers, all college graduates, giving their whole time to high school instruction; some, because they do not have recitation periods of sufficient length; and some fail on all three of these scores. These are minimum standards prescribed by the Association, and neither the Commission nor any State Committee has any authority to accept a school that is short on any one of these counts. There must be a four-year course, embracing at least fourteen Carnegie units; three teachers, possessing each a college degree from an approved college, or its equivalent, and giving all their time to high school instruction; recitation periods of at least forty minutes in length, and a school year of thirty-six weeks. With the exception of "its equivalent," which may be made to cover a multitude of sins, these standards are definite, and a school that does not meet them cannot be considered as eligible for accredited relations, however good its work may be. The Resolutions passed by the Association last year

(printed below) also name as one of the requirements, "buildings, library and laboratory and other equipment essential for good teaching of the subjects offered." And there is added this statement: "In every case, however, the character of the work done by a school must be the determining factor in accrediting."

In view of the fact that there is some misunderstanding on the part of superintendents and principals regarding the Southern Accredited List, and its standards of accrediting, two other explanations seem necessary: (1) The list is not simply the accredited list for the University of North Carolina but for the Association of Colleges and Preparatory Schools of the Southern States. There are many schools on the University's Accredited list that will not be able to meet the requirements of the Association because of a lack of equipment or teaching force, or because of a shorter school year or recitation period. There are many good schools in this and other Southern States that are doing good preparatory work that would thus be ruled out because of a technicality. The University will, of course, accredit any school on the Southern List and it will continue to publish its own classified accredited list for North Carolina. (2) The Southern Association will accredit only those schools that have solidarity of organization and permanence of management. Some have complained that there appears to be discrimination against the smaller schools, and have raised the question as to whether or not the statement, "In every case, however, the character of work done by a school must be the determining factor in accrediting," allows sufficient latitude for the State Committee to admit in its judgment a small school completing fourteen Carnegie units though running for a term of only eight and one-half months. No such latitude is allowed. This requirement can operate only in a negative way, to keep off the list a school that meets the other requirements named yet fails in the character of its work. It may therefore operate to keep a large school off the list, but it cannot operate to put a small one on, however good its work.

LETTER SENT OUT BY THE NORTH CAROLINA COMMITTEE

October 10, 1912.

*To the Superintendent
or High School Principal:*

DEAR SIR: The Association of Colleges and Preparatory Schools of the Southern States at its annual meeting at Tuscaloosa last November appointed a commission to select for the Association the Southern List of accredited schools. Last May we sent to the High Schools of North Carolina a letter setting forth the minimum standards of accrediting as adopted by the Association. These standards are as follows:

“(1) A four-year course of study embracing at least fourteen Carnegie units;

“(2) Three teachers, possessing each a college degree from an approved college or its equivalent, and giving all their time to high school instruction;

“(3) Recitation periods at least forty minutes in length and a school year of thirty-six weeks;

“(4) Buildings, library, laboratory and other equipment essential for good teaching of the subjects offered.

“In every case, however, the character of the work done by a school must be the determining factor in accrediting. The character of a school's work shall be from time to time determined by personal visits of the inspectors, by detailed reports from the principals, and by the records made by the students in college. A school shall be removed from the accredited list for failure to maintain the above standards.”

We are sending herewith a blank application, which you will please fill out and return to either member of the committee at once, if you desire to have your school placed on the Southern Accredited List. Upon receipt of this application, blank form for report will be sent to you. We are now ready to make up this list for North Carolina to be presented to the whole commission at the meeting of the Association. We earnestly solicit the aid and co-operation of all superintendents, principals, and high school teachers in this

effort to elevate the standards of secondary education in the South. We are, therefore, asking every principal or superintendent to whom this letter goes to offer any suggestion or to make any criticism of the plan proposed and of the standards adopted, whether he asks to have his school placed upon this list or not. We shall appreciate any suggestions, and we are sure they will be helpful to the whole commission when we meet in November to pass upon the applications of all the secondary schools of the South.

Again asking your cooperation in this effort to place the secondary schools of the South on a better educational basis, we beg to remain,

Very truly yours,

N. W. WALKER,

E. C. BROOKS,

Committee for North Carolina.

RESOLUTIONS PROVIDING FOR THE COMMISSION ON ACCREDITED SCHOOLS ADOPTED BY THE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE SOUTHERN STATES AT ITS ANNUAL MEETING AT TUSCALOOSA, ALABAMA, NOVEMBER 3, 1911.

Resolved, 1. That there shall be a Commission composed of two members from each State to be named and appointed by the Executive Committee of this Association for a term of three years. One of these members shall be the State Inspector of Secondary Schools, usually connected with the State University, the other shall be a representative of some other college or school belonging to this Association.

2. That it be made the duty of this Commission to agree upon a uniform blank for reports of high school principals, relative to organization, teaching force, attendance, library, laboratory, and other equipment.

3. This Commission shall also prepare a uniform certificate blank for admission to college, which may be used by all members of the Association.

4. The Commission shall describe and define unit courses

of study in the various high school programs, based on the recommendation of the Carnegie Foundation and the rules of this Association as herein prescribed.

The minimum standards for accrediting shall be: (1) a four-year course of study embracing at least fourteen Carnegie units; (2) three teachers, possessing each a college degree from an approved college, or its equivalent, and giving all their time to high school instruction; (3) recitation periods at least forty minutes in length and a school year of thirty-six weeks; (4) buildings, library and laboratory and other equipment essential for good teaching of the subjects offered. In every case, however, the character of the work done by the school must be the determining factor in accrediting. By personal visits by the inspectors, by detailed reports from the principals, and by the records made by students in college the character of a school's work shall be from time to time determined. A school shall be removed from the accredited list for failure to maintain the above standards.

5. Each State committee shall prepare a list of accredited schools of its State according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

6. From the lists thus submitted the Commission shall at its annual meeting select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1 of each year.

7. Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15th of each year any cases of lack of preparation of, or other information relating to, students coming from schools in his State, on blanks prepared by the Commission. These reports after having been reviewed by the representatives of the Commission in the State, shall be forwarded in tabulated form to the schools interested by the above officer and also laid before the Commission.

THE OFFICERS AND MEMBERS OF THE COMMISSION

Chairman, Joseph S. Stewart, Athens, Ga.

Secretary, B. E. Young, Nashville, Tenn.

Alabama:

R. F. Cooper, University of Alabama, Tuscaloosa.

J. T. Wright, University School, Mobile.

Arkansas:

B. W. Torreyson, Little Rock.

A. C. Miller, Hendrix College, Conway.

Florida:

John A. Thackston, University of Florida, Gainesville.

Edw. Conradi, State College for Women, Tallahassee.

Georgia:

Joseph S. Stewart, University of Georgia.

F. H. Gaines, Agnes Scott College, Decatur.

Kentucky:

McHenry Rhoads, State University, Lexington.

Geo J. Ramsey, Central University, Danville. (Now President of Peace Institute, Raleigh, N. C.)

Louisiana:

L. M. Favrot, State High School Inspector, Baton Rouge.

E. A. Bechtel, Tulane University, New Orleans.

Mississippi:

J. C. Fant, University of Mississippi.

M. E. Melvin, Chamberlain-Hunt Academy, Port Gibson.

Missouri:

J. D. Elliff, University of Missouri, Columbia.

C. A. Green, High School Inspector, Jefferson.

North Carolina:

N. W. Walker, University of North Carolina, Chapel Hill.

E. C. Brooks, Trinity College, Durham.

South Carolina:

W. H. Hand, University of South Carolina, Columbia.

N. W. Stephenson, College of Charleston.

Tennessee:

Harry Clarke, University of Tennessee, Knoxville.

J. M. McBryde, Sewanee.

Texas:

J. L. Henderson, University of Texas.

S. P. Brooks, Baylor University, Waco.

Virginia:

C. G. Maphis, University of Virginia, Charlottesville.

R. E. Blackwell, Randolph-Macon College, Ashland.

West Virginia:

L. L. Friend, University of West Virginia, Morgantown.

C. G. Doney, Buckhannon.

The Commission meets annually on day preceding Association meeting.

All requests for accrediting should go to the official inspector of the State in which the school is located. This is the inspector for the State University, or in case there is none then the inspector of High Schools for the State. No school can be accredited unless recommended by local committee after inspection.

NOTES AND COMMENTS

N. W. W.

The Readjustment of a Rural High School to the Needs of the Community

This is the title of a recent publication (Bulletin, 1912, No. 20) of the United States Bureau of Education which will prove stimulating and suggestive to many a wide-awake principal. It tells a graphic story of the readjustment of Colebrook Academy, in New Hampshire, to the present-day needs and demands of the section in which the school is located. The State Inspector of Public High Schools has furnished the Bureau of Education with a list of the public high school principals of North Carolina and has asked that the bulletin be sent each of them. He has been assured that this will be done. It will reach the principal a few days after the arrival of the October number of this HIGH SCHOOL BULLETIN.

A Minimum Term of Six Months for Every School

State Superintendent Joyner will of course have a number of recommendations regarding progressive school legislation to make to the incoming legislature. But the main issue he will advocate will be provision for a six-months' school term for every district. In this issue he hopes to enlist the co-operation of all the school forces of the State. He is at present making a careful investigation of school finances in the various states of the Union with a view to ascertaining the best present-day American experience in order that his bill when presented to the legislature may be based upon not only our own experience here in North Carolina but upon incontrovertible facts gathered from a study and investigation of the school laws and experience of other states as well.

North Carolina Day Program

The North Carolina Day Program this year is devoted to the life and services of Governor Charles Brantley Aycock. The program has been prepared by Mr. R. D. W. Connor and is issued by the State Department of Education. Friday, December 6, has been selected by Supt. Joyner to be observed this year as North Carolina Day.

Educational Meetings This Fall

THE NORTH CAROLINA STATE TEACHERS ASSEMBLY meets at Greensboro, November 27-29. The President this year is Professor E. C. Brooks, of Trinity College, and the Secretary is Mr. R. D. W. Connor, of Raleigh, who has served the Assembly most efficiently in this capacity for the past several years. The program will be ready shortly. Anyone wishing to receive a copy should write the secretary for it. There ought to be 2,000 or 2,500 teachers present at the Greensboro meeting.

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THE SOUTHERN EDUCATIONAL ASSOCIATION meets this year in Louisville, Kentucky, November 28-30. Secretary Wm. F. Feagin, of Montgomery, Alabama, writes that the meeting this year promises to be the largest and best the Association has ever held. For the North Carolina teachers who would like to attend both the Southern Educational Association and our State Teachers Assembly there is an unfortunate conflict in dates. The membership fee in the S. E. A. is \$2. The volume of Proceedings which the Association issues is well worth this amount.

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THE ASSOCIATION OF COLLEGES AND PREPARATORY SCHOOLS OF THE SOUTHERN STATES meets November 14-15, at Spartanburg, S. C., as the guest of Wofford College and Converse College. The meeting will be devoted to a discussion of the accrediting of schools and the certification of applicants for entrance to college. The commission on the Accrediting of Schools for the Association meets on the 13th.

